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ABSTRACT

The program of the 1981 Appalachia Educational Laboratory Forum was based on the theme of improving schools and using research and development. The first section of this report contains summaries of presentations made at the forum. In the first presentation, a discussion is given on outcome-based education, the merits and drawbacks of mastery learning, and the broad goals of education. Classroom management and school effectiveness in the 1980's was the topic of the second presentation. The third presentation offered a proposal for a six year preservice teacher education program. The relationship between state departments of education, school districts, and colleges of education was the topic of the fourth presentation. The final presentation discussed the fundamental questions to be considered in implementing research and development findings in school improvement programs. In the second section of the report, brief descriptions are given of programs in the states participating in the forum. Two papers are appended to the report: "Outcome-Based Instructional Systems", and "Is Creating an Outcome-Based Program Worth the Extra Effort? A Superintendent's Perspective." (JD)

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IMPROVING SCHOOL PRACTICE

Summary and Proceedings of the 1981 AEL Regional Forum

Occasional Paper 007

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Improving School Practice

Summary and Proceedings of the 1981 Regional Forum

Catherine Prentis, Ed.S.
ESO Intern
Tennessee Department of Education

December 1981

Educational Services Office
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia

The project reported herein includes outcomes of both Regional Exchange and Regional Services activities. However, this Summary is presented as Occasional Paper 007, sponsored by the Regional Services Program.

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The Appalachia Educational Laboratory (AEL) is located in Charleston, West Virginia. Its mission is to improve education and educational opportunity for persons who live in the primarily non-urban areas of its member state Region. AEL accomplishes its mission by:

- documenting educational problems of the Region and sharing the information both with member states and other R & D producers;
- identifying R & D products potentially useful for solving the documented problems and sharing information about these with members states;
- providing R & D technical assistance and training, which may include adapting existing R & D products, to lessen documented problems of the Region; and
- continuing to produce R & D products of national significance in the areas of career guidance, childhood and parenting, experiential education, and others that may be identified.

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Volume 3--Survey of State Procedures for the Validation of Educational Programs

Volume 4--Validation of Educational Programs, Practices, and Products: An Annotated Bibliography

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Few writing tasks are ever accomplished without the help of others. This one is certainly no exception.

First, I would like to thank the AEL staff for their patient and thorough explanations of the rationale and background work that went into the workshop series and the Forum, their confidence in my ability to accomplish this task, the flexibility that they displayed as the scope of the project grew and expanded beyond the original plan, and for the tremendous learning experience that this task afforded me.

Another thank you goes to all the Forum presenters whose organizational and delivery skills helped to make my task so much easier to accomplish. Some of these presenters were also asked to review my summaries of their presentations. All of their comments were extremely constructive.

Individual thank yous go to Jack Sanders, Sandra Orletsky, Mabel Lee, Marilyn Slack, Shirley Keene, and Carolyn Davis for all the individual help, feedback, and general encouragement that made it possible for me, not only to survive, but thrive on the experience of completing this project.

Catherine Prentis

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PREFACE

There is a popular theory on the development of mankind that suggests that certain discoveries and innovations occurred spontaneously in several areas of the world at the same or different times. This theory discounts the contribution of travelers and explorers who might have been credited with spreading such revolutionary ideas as fire and the wheel throughout the world.

It seems in the field of education that we sometimes ascribe to this theory of "spontaneous development" of ideas that will revolutionize the classroom and somehow make everything we do more effective. Too often, we are guilty of trying to work in isolation on problems that we view as being unique to our locale or classroom. This practice leads to the counterproductive task of constantly "reinventing the wheel."

We engage in these activities for several reasons. Sometimes we are not aware that the methodology we need is out there waiting to be discovered. Other times we are aware that someone has done something to address our problem, but we have no faith that their solution will work for us. But more commonly, we are aware of the research, we have looked at the product that has come out of the research, but we feel incapable of implementing programs we know already exist.

Recognizing that there was a gap between the area of research and development and the area of practice, Congress authorized the creation of Regional Educational Laboratories (REL). RELs work with educational agencies such as state education agencies (SEAs), local education agencies (LEAs), and institutions of higher education to conduct research and to ensure that the best research-based programs reach the practitioners. Such collaborative efforts may soon make the practice of "reinventing the wheel" obsolete in the field of education.

If the reading so far has been an "ah-ha" experience for you, then you are probably unfamiliar with RELs and this publication has much to offer you. On the other hand, some of you have found nothing new so far. You are familiar with RELs and perhaps have already participated in activities with one or more of the eight labs across the nation. I believe this booklet has something to offer you, too. In it, I have summarized an event that was the culmination of two years of extensive work in the area of school improvement in an 11-state region. This event, the AEL Regional Forum, was more than merely an opportunity to report what happened in the Region. Presenters from state education agencies, local education agencies, and institutions of higher education in the AEL Region discussed aspects of school change with which they had client experience. In addition to those presenters, there were nationally known experts speaking on broader topics of concern in school improvement.

I believe that even those of you who attended the AEL Forum will find the publication useful. You may discover something that you missed the first time around or rediscover something that you had forgotten.

INTRODUCTION

The Appalachia Educational Laboratory (AEL) was created in 1966 for the purpose of bringing the results of educational research and development to bear on the improvement of school practice in its Region. AEL is one of eight such Laboratories across the country and its founding was made possible by Congressional authority.

The RELs may be viewed as "linking pins" between their respective Region's educational practitioners and the educational research and development community. This linkage is two directional in that practitioners gain access to new knowledge, products, and programs of developers; and researchers and developers learn about R & D needs of educators. Each REL is established to serve a particular region of the United States. AEL's member states are: Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. The states of Florida, Georgia, North Carolina, and South Carolina receive services only from AEL's Regional Exchange program.

One office of AEL, the Educational Services Office (ESO), has primary responsibility for providing the Laboratory's R & D services to the Region. These services are provided through two programs housed in ESO--Regional Exchange (Rx) and Regional Services (RS).

The specialized services of RS take many forms, but are guided by the results of AEL's state and regional needs assessment, the driving force of the RS program. In addition to the needs assessment activities, the RS program conducts short-term R&D service projects with member state departments of education, or with local school districts identified by SDEs. (The Putnam County, West Virginia project presented in this document is one such project.) The RS sponsors workshops on regional educational issues for the Region's Chief State School Officers. This program sponsors an occasional paper series, which reports outcomes of research projects conducted in the Region. It participates in the nationwide Cooperative School Improvement Program, a network of RELs and university-based R & D centers, designed to promote collaboration and communication among research professionals across the country.

The Rx program is part of the Resesrch and Development Exchange (RDx), a nationwide network of RELS and university-based R & D Centers. The RDx mission is to promote the exchange of information in all areas of education among researchers, developers, and practitioners. AEL's Rx is particularly interested in promoting educators' use of research-based information about school improvement efforts. The Exchange provides computer searches, information referrals, and resource materials through the Resource and Referral Center. Additionally, the Exchange provides regional and in-state workshops with local followup to support dissemination and school improvement efforts.

The workshops of 1980 and 1981 were linked by a single theme: Improving Basic Skills Using Research and Development. It was this workshop series that shaped the program of the 1981 AEL Regional Forum. Participants from the past two years' workshops, who have implemented programs featured in the series, were asked to share their successes in using the materials in the classroom.

Also included in the Forum were five presenters who spoke from several different perspectives on the topic of school effectiveness. These speakers offered Forum participants a synthesis of research on implementing school change, a look at two aspects of teacher education, an SEA perspective on school effectiveness, and a presentation on Outcome-Based Education.

Editor's Note: This document is divided into three sections: Presentations, State Programs, and Forum Synthesis. In summarizing the presentations, I chose to write in the "first person," a more efficient style than that of the "third person." Many statements are verbatim, but others are syntheses of ideas that were presented. Each of the five individual presenters had an opportunity to review and critique my summary of his/her presentation before it was printed. Appendix A provides a copy of the Forum agenda. On the back inside cover is a list of the state contact persons in the Laboratory's Region and a list of AEL's state consultants. A list of Forum participants can be found in Appendix B. Appendix C contains a paper titled "Outcome-Based Instructional Systems." In Appendix D is a paper titled "Is Creating an Outcome-Based Program Worth the Extra Effort? A Superintendent's Perspective." Each major presenter's business address is listed at the end of his/her presentation summary. Use this information to contact individuals inside and outside the Laboratory if you have questions about any portion of this report.

Presentations

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Editor's Note: Dr. William G. Spady currently serves as the Associate Executive Director of the American Association of School Administrators and the Director of the National Center for the Improvement of Learning. His background is a unique combination of teaching, sociological research, and administration. He has served on the faculties of Harvard University and the Ontario Institute for Studies in Education, as well as on the staff of Washington, D. C. Public Schools and the National Institute of Education.

Since 1974, Dr. Spady has published numerous articles on the subjects of Mastery Learning and Competency-Based Education. He currently serves as editor of the AASA Professor and has been a member of the editorial advisory board of seven different educational periodicals during his career. Dr. Spady has presented major addresses, workshops, lectures, and seminars to over 40 professional associations and universities throughout this country and Canada. He has also been invited to consult with 17 states and the District of Columbia on matters related to Competency-Based Education and instructional improvement.

Dr. Spady's presentation to the AEL Regional Forum is a unique blend of a sociologist's view of organizational structure and a concerned educator's commentary of the changes needed in the structure of the present educational system if Outcome-Based Education is ever to become a reality.

School Effectiveness and Classroom Management: Outcome-Based Education, A National Perspective—*Dr. William G. Spady*

I hope that you are not in for a big disappointment today. If you believe the title of my presentation--then I don't have anything to tell you.

I submitted a proposal to a major foundation saying that we had established a national Network on Outcome-Based Education. I felt a major project would be in order to do conceptual grounding on what these concepts mean and to do a survey of practice across the country to see what actually exists.

The foundation wrote back and said its review panel had met and considered the proposal, and decided there was no such thing as Outcome-Based Education. So, as far as you are concerned, and they are concerned, everything I'm going to discuss does not exist and, therefore, you would be wise to ignore it. I, however, will do my best to persuade you that it does exist.

Everything I'm going to talk about will be linked to goals and roles. They are the fundamental building blocks of all organized social action. First, the aspect of goals: the social world is caught in a bind between two very different kinds of goal pursuits

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which are a part of the fabric of all social institutions. All social institutions must solve the goal problems of system maintenance and system productivity (Figure 1). The actions required for these two goal pursuits are not necessarily contradictory, but they are certainly in tension with each other. When striving to deal with social and organizational maintenance, the emphasis is on harmony, but when dealing with the problems of productivity, the emphasis is always on results. So, we have pressures to pursue the status quo and pressures to produce. These two fundamental kinds of goal problems exist in every kind of organization in which we happen to be.

Goal Problems

System Maintenance	**vs.**	**System Productivity**
Pursue cultural goals		Pursue achievement goals
Emphasis on harmony		Emphasis on results

Figure 1

Cross-cutting those goal problems are the role problems inherent in any social system. They exist because you must have roles in order to have a means for pursuing the goals (Figure 2). When trying to solve role problems, we are faced with a dichotomy between spontaneous involvement and compliance with standards. In the first we operate with an informal role structure which provides an opportunity to pursue and engage voluntarily in various activities within the organization. The emphasis is on opportunity for affiliation. But when attempting to comply with the standards of the organization, we operate within a formal role structure. There the emphasis is obligation, in which accountability is inherently embedded. Again, we can see a push-pull situation going on between the role obligations and the role opportunities for individuals.

We have to find a way to get people fired-up and interested, and at the same time, personally committed.

Role Problems

Spontaneous Involvement	vs.	Compliance with Standards
Operate within informal role system		Operate within formal role system
Become affiliated		Become obligated
Seek opportunities		Face accountability

Figure 2

When these two figures are combined so that the goal and role systems are linked, we can identify four major domains of action that have to be addressed when managing any kind of social system (Figure 3).

- Social/Behavioral Accountability
- Engagement in the Social Culture
- Achievement/Performance Accountability
- Engagement in Achievement/Performance

	Fundamental Role Problems		
Fundamental Goal Problems	Compliance with Standards (Formal Roles)	Spontaneous Involvement (Informal Roles)	
System Maintenance (Cultural Goals)	Social/Behavioral Accountability	Engagement in the Social Culture	(Harmony)
System Productivity (Achievement Goals)	Achievement/Performance Accountability	Engagement in Achievement/Performance	(Results)
	(Obligation)	(Affiliation)	

Figure 3

A social system "works" when each of these domains of action and the balance among them can be realized for most of its members. For example, here are two basic "ways" to pursue system productivity: One is to establish a set of performance or achievement standards for people to reach and for which they are accountable (lower

left quadrant of Figure 3), and the other is to create ways for individuals to experience an authentic involvement in the work tasks they undertake (lower right quadrant of Figure 3).

If we view this matrix as two moving teeter-totters, rather than fixed lines, we can see how emphasizing one of these arenas of action means that we will necessarily de-emphasize others. But the problem is that all four must be reasonably well attended or the social system as a whole will experience major strain.

In the school setting (Figure 4) the fundamental organizational problems are addressed by creating particular kinds of activities, or functions, which have concrete and familiar names. The two goal direction functions are:

- Supervision (which focuses on cultural goals and system maintenance)
- Instruction (which focuses on achievement goals and system productivity)

The two role participation functions are:

- acculturation (which focuses on spontaneous role involvement and informal role involvement)
- Certification (which focuses on compliance with standards and formal role standards)

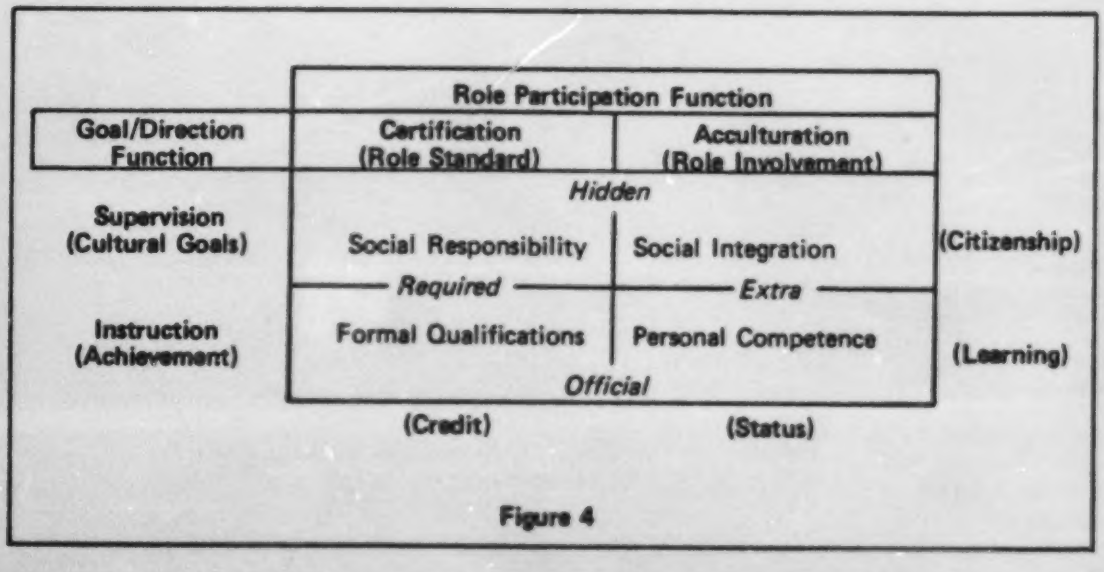

Figure 4

Each of these particular functions is directed toward a particular kind of outcome. These outcomes are:

- Citizenship
- Learning
- Status
- Credit

When combined, we find that different pairs of goal and role functions are directed toward producing a specific kind of outcome in students. I believe that the four outcome arenas identified in the body of Figure 4 are "universal expectations" held by the society for the school. Only students with social responsibility, social integration, formal qualifications and personal competence can "help solve" society's larger maintenance production standards and engagement problems.

The operational definitions of these expectations are what we fight about--not the fact that all four are established outcomes of the schools.

We can now see from Figure 4 that "instructional management" is only one part of the thing we call "schooling" that has to get managed. This Figure is a picture of what has to "get managed," both in the school as a whole and in each classroom. The four competing "games" that we have identified overlap and reinforce each other, and certain of those games are qualitatively in opposition to each other. To really play one game means you have to take something away from the other game. That may be why we never solve all our problems in the schools, or in society, because of this double teeter-totter character of the social system we are trying to manage.

There is an interesting twist to all of this which makes Outcome-Based Education a very interesting and problematic phenomenon. Note in Figure 4 that there are four operational curricula embedded within the organizational structure of the schools:

- Official--which is represented in the instructional system
- Extra--what the acculturation system is all about
- Hidden--what the supervision and control system is all about
- Required--what students must do to get credit

In order to understand Outcome-Based Education, we must understand two things about the required curriculum:

1. it overlaps with both the official and the hidden curricula which means that credit is a product of both citizenship and learning, and

2. it embodies what a student really must do to get out of school--he/she must do whatever is necessary to get credit.

What must a student do to get credit? That is something nobody knows! And that is why we are talking about Outcome-Based Education.

In the present system, what is necessary for a student to get credit depends on:

- what school you are in,
- whose class you are in, and
- how that teacher has invented his/her grading system, i.e., required curriculum.

Students can be sure that this invented (required) curriculum contains a little bit of the official curriculum (what is written down on paper), a little bit of the extra curriculum (being a nice kid in class), and tons of the hidden curriculum (how you behave and how long you've been in school). When a student has obtained some unidentified mixture of all this "stuff"--then he gets credit.

Then along came the "Competency Movement" and it did two interesting things:

1. it fundamentally challenged the validity of that certification system, and

2. it demanded better instructional results.

The real bottom line in all the MCT stuff is a fundamental challenge to that existing, vague, unrealistic, teacher standard system which Jim Popham has recently called "dishonest."

We have wanted better instructional results forever--there is nothing new in that. What is new is that politicians sensed something about how we get instructional results that we really didn't want to face up to. The politicians said we can build the instructional results into the way we define the certification outcomes for students. You can get better instructional results by changing the required curriculum.

The first reaction to all of this was, "My God, you're making those kids pay a hell of a price!" And the policitians said, "We don't care! That's the only way we'll get educators to pay attention." Because if somebody doesn't pay a price, educators

will just go on trying to fix with band-aids the official curriculum, when the thing that is really standing in the way is the vague-referenced required curriculum. It is irresponsible not to know what your learning outcomes are and to make those outcomes, or goals, for kids be the thing that really drives the instructional program. That view is controversial, but legislators were willing to write that view into state policies.

The whole argument of the MCT movement is that the existing system of certification is so unreliable and vague that it labels in a dishonest manner.

I am suggesting that what has been done in the name of Minimum Competency Testing is only step one. There is a lot more that we have to worry about, and be careful about, but we can seize the opportunity that legislators have given us. There is a price to be paid when learning is legislated, but the competency movement is a way to go about changing the fundamental set of ground rules that hold the existing certification system in place. To go further, however, you must understand that there is a big difference between Minimum Competency Testing and Competency-Based Education. And that difference is clearly articulated in the assumptions people make about opportunities for learning.

In Figure 5 you see that there are two ways of addressing time and opportunity for learning:

- fixed time/single opportunity, or
- flexible time/multiple opportunities.

A Framework of Organizational Variables that Affect Instructional Operations

Certification/ Standards Structure (Goal System)	Time/Opportunity Structure (Role System)	
	Fixed/Single (Role Constrained)	Flexible/Multiple (Role Flexible)
Vague-Referenced/ Variable, Private (Goal Implicit)	Traditional School Practice	Humanistic Developmental Approach
Criterion-Referenced/ Fixed, Public (Goal Directed)	Minimum Competency Testing Accountability	Mastery Learning/Outcome-Based School Reform
	(Exclusionary Model)	(Inclusionary Model)

Figure 5

It is also evident in Figure 5 that there are two ways to structure the certification and standards of the goal system:

- vague-referenced, variable and private, or
- criterion-referenced, fixed and public.

The major occupation of Outcome-Based Education is on the task—not the program assignment structure. Program assignment structures are administrative conveniences to reassure parents so that they do not have anxiety attacks. All the rest is fiction!

The instructional delivery system of traditional school practice is fixed time, single opportunity for learning a vague-referenced, variable and private curriculum. A Minimum Competency Testing program ensures that the standards are criterion-referenced, fixed and public, but the time allotted for learning may still be fixed (third grade students work only on third grade objectives) with only a single opportunity to learn the material. Both the traditional and Minimum Competency Testing programs inherently possess an exclusionary selection bias in defining the conditions of student success. That is, success and advancement are reserved for those who can meet whatever standards are set within the predetermined amount of time allotted, on their first attempt.

In Outcome-Based Education you have clear, specified, learning outcomes, and you give students sufficient time and opportunity to learn. The inclusionary model of opportunity represented on the right side of Figure 5 is designed to keep access and eligibility open for those with any hope of eventual success. But when we try to improve the instructional program by moving in this direction, we are always working with the existing superstructure (Figure 4) hanging over us. What the Mastery Learning people want to do is ignore the existence of that superstructure and pretend that you can do all these wonderful things to get kids to learn, when in fact that required curriculum is designed to do the opposite thing. Outcome-Based Education is never going to work until drastic things happen at the organizational level. Mastery Learning is on the verge of dying, not because it does not produce results, but because it challenges too many organizational features of the schools.

I believe that schools truly are time-based and role based, and despite the fact that we have all kinds of learning goals for students, we still operate in that configuration.

If your goal, as a supervisor of instruction, is how you can get through the day, the week, or the year, all you have to do is "rest." I assure you that if you rest enough you will get through the day, the week, and the year—you need not fret.

Time-Based Concerns
- clock
- schedule
- calendar

Role-Based Concerns
- position
- duties
- location

We organize our classrooms around the clock, the calendar, and the schedule, and we define our goals in role terms. Getting through the chapter or the book in a certain amount of time says nothing about what the students are going to learn.

Because content and delivery are the two fundamental elements that drive any instructional system, it is important to note that Outcome-Based Education has attempted to redefine these elements. This redefinition involves moving away from the current time and role-based structuring of student program assignment and task assignment to an outcome and goal-based mode of management. The goals for this system are built around what you really want students to be able to do. And you must be able to indicate operationally what the goals mean.

If we have goals for students, then we must want students to reach those goals. How are we going to get them to reach the goals if we can't say what it means to demonstrate mastery? And how are we going to get them to master the goals if we don't teach to the goals?

Goals are no longer lofty statements, but clear indicators of the expected performances. When your goals are embodied in the assessment, you teach to the assessment. I didn't say we should teach to the Minimum Competency Test or a standardized test; I said we should teach to the goals. We can have nice schools, friendly well-meaning teachers, and terrific textbooks, but if we aren't teaching to the goals--we won't reach them except by accident.

Some truly courageous activities in which educators could engage in order to change the existing superstructure would include:

1. Compare your favorite standardized test to your curriculum and see if it matches.
2. When you find that it does not match, go to your school board and say, "We must do something better with assessment indicators and measures of the success of our students than we are doing now."
3. Develop specific learning outcomes that are clear, described in behavioral terms, fixed and, above all, public!

4. Use formative evaluations to assess mastery, and record results on an "open" student performance record that can always be "up-graded" later to reflect improved performance.

5. Then, when the students have achieved the desired outcome--they get credit.

When you shift from a vague-referenced variable that is private to a criterion-referenced, fixed and public structure, you have taken all the fun out of education. There are no more surprises for the kids!

When you take away the surprises, you take away an incredible amount of the unilateral ability of the teacher to control the students through the power structure that is inherent in the certification system. But when the teacher no longer invents the standards, his/her entire relationship with students is fundamentally redefined. When students are no longer having to "play" the teacher to figure out what the standards are to get credit--then the teacher can step next to the student and say, "We can work toward that standard together!" It is impossible to have a collaborative relationship with students when you, the teacher, are the standards. When standards are criterion-referenced, fixed and public, and you use Mastery Learning instructional technology, you could have the terrible dilemma of having all your students learn what you want them to learn--which is presumably why we have schools. But remember, as soon as you start to report it that way, you're in trouble because parents want to see letter grades even though they have no concrete meaning.

It has been my experience that when administrators decide to become instructional leaders--things happen!

In closing I would say that though Mastery Learning and Outcome-Based Education have shown some fantastic results in student achievement in some areas, it is not used everywhere because it is too hard to implement, or we don't know how, or a combination of both. Some would even argue, we don't want to use it. It is my viewpoint that there is a thing called Outcome-Based Education (despite the foundations and their scholars who think there isn't). The results can be tremendously powerful, but there is nothing about it that is simple, or routine.

For more information, contact:

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Editor's Note: Giving an SEA perspective of classroom management and school effectiveness is the Executive Director of the Division of General and Special Educational Development, West Virginia Department of Education, Dr. Nicholas Hobar. He was a secondary classroom teacher in Michigan, taught at the college level at Fairmont State, Penn State, and West Virginia University, and worked extensively with teacher inservice training in Pennsylvania and West Virginia. In 1980, Dr. Hobar served as West Virginia's Acting Assistant State Superintendent of Education.

Dr. Hobar's interest in improving classroom effectiveness is evident from a review of his professional association memberships and publications. He is currently a member of eight professional associations and serves on the executive board of the National Association of State Directors of Teacher Education and Certification and the National Council of States on Inservice Education. Hobar has written or co-authored 11 publications dealing with various aspects of inservice education, competency-based education, and professional development. From 1975 to 1980, Hobar was a major presenter in 45 professional meetings or workshops on a multitude of issues related to teacher education.

In his Forum presentation, Nicholas Hobar emphasized the changes that have taken place in West Virginia public education. However, his explanation of the use of research as a basis for these innovations makes his presentation highly pertinent and generalizable to other states and regions.

Classroom Management and School Effectiveness in the 80's—

Dr. Nicholas Hobar

There is a need to interpret Research and Development (R & D) findings and successful practice outcomes to provide directions for establishing both standards for what our children must learn, and systems and services that are appropriate for delivering education. Hence, R&D must be considered in the process of policy development and implementation. I believe that a framework that represents what research and development says about classroom management and school effectiveness in a comprehensive educational program is important for improving the education of classroom learners.

It may be said that today we have a system of school buildings. What we lack is a system of schooling across these buildings. R & D can be implemented and used to establish such a system of cross-building program articulation. A framework of education that is well-grounded in R & D efforts related to teaching and schooling will do much to improve the public's image of the quality of our education system.

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Teaching strategies that are successful with second graders might not work with fifth graders.

The West Virginia Department of Education is currently using the research of Conrad Toepfer and Herman T. Epstein on brain growth as one basis for realigning the curriculum. This research says that the brain develops in a series of spurts and plateaus and is receptive to certain types of learning at each stage and non-receptive to other types of learning. By using this research, school planners have attempted to arrange the curriculum to provide learning experiences commensurate with certain periods of brain development. When the delivery of education is synchronized with the physiological development of the brain, teachers' expectations become more closely matched with the level of cognitive development of the brain.

Beliefs about generic teaching skills are being questioned in current research on teacher effectiveness. This has important implications for Teacher Education programs.

If we analyze the outcomes of brain growth research concurrently with the outcomes of teacher effectiveness studies, we can see some interesting patterns emerging. These patterns may help to point us in new and productive directions in the future. Let's look at the attention that has been given to accountability in the last ten years. The competency movement has focused on the effects that teachers have on pupil learning. This new outcome-based education assumes that learning can be described and assessed, and that it is the teacher's role to facilitate learning. The teacher effectiveness studies of the 1970's were done primarily in grades two and five, in the areas of Reading and Math. The teacher effects data base that has emerged is in the basic skills area and may not be generalizable to other subject areas. Because of the brain growth and teacher effects research, we may assume that the variables that are found to be significant at one grade level may not be at any other level. This seems to recommend follow-up studies that relate process variables and procedures that teachers utilize to the nature of brain growth and the goals and objectives of the curriculum. Perhaps what Cruickshank said in 1976 will be found to be true. He said, "Maybe teaching is so complex that we can only talk about effective teachers of a certain task in a certain setting. Maybe teachers can and should be prepared for limited tasks and special settings. Should we stop preparing generalists for the whole elementary school?" So far, brain research and teacher effectiveness studies have raised significant questions for policymakers and program implementers that are not consistent with traditional approaches.

We need to look at these kinds of data for implications for setting standards for teacher education and certification. If we accept the proposition that teaching is a science, then it naturally follows that certain skills are necessary for teachers to be effective and anything beyond that may be considered the art of teaching. As Cruickshank indicated: "Maybe in the future, as the profession develops its research base, teaching will be considered more scientific and characterized less as 'school keeping'."

An activity that sometimes utilizes the research that I have just described is the process of teacher evaluation. As the teacher effectiveness studies establish relationships between teacher performance and pupil learning, there may be a tendency to look at pupil outcomes as a basis for teacher evaluation. We need to exercise extreme caution in this direction, because before we can evaluate teachers in this way, we must be sure that we are controlling other factors that may, too, affect pupil outcomes.

In order to build upon the R & D in teacher effectiveness, the West Virginia Department of Education has proposed a structured teaching model for consideration by colleges and school districts. It has three major components:

- managing instruction
- interactive teaching
- instructional climate

The amount of direct instructional time given students to learn materials and objectives is a major determinant of their learning.

We have taken the results of a number of interesting studies and integrated the findings into this model and are making available technical assistance services for further exploration of its use.

Donald Medley indicates that there are five distinguishable teacher tasks about which researchers have something to say:

- maintaining pupils' task involvement
- teaching in large groups (effective teachers tend to spend less time in small group work)
- minimizing disruptive pupil behavior
- managing small group work
- supervising pupil seatwork

The research on classroom management conducted by Good, Brophy, Stallings and others shows that teachers who produce substantial learning in their students tend to have the ability to:

- monitor the entire class continuously,
- do two or more things simultaneously without breaking the flow of classroom events,
- move activities along at a good pace without confusion or a lack of focus, and
- provide seatwork that is at the right level of difficulty for students and that is interesting enough to hold the students' attention.

The classroom management research appears to indicate that good classroom managers also tend to be good instructors and vice versa. Managers must be business-like, but also warm and receptive to students. The emerging research indicates effective teachers:

Positive emotional and social climate is important in effective schools.

- provide more structure for learners,
- capitalize on unexpected wants,
- demonstrate more warmth toward students,
- wait for students to answer questions,
- promote students to take responsibility for their work,
- use more praise,
- adjust teaching to the learners' rate, and
- use less busy work.

In the area of classroom climate, variables that seem to affect student achievement positively are:

- practicing democracy,
- displaying warmth toward students, and
- keeping to a minimum the use of belittling, ridiculing, scolding, shouting and criticizing.

We can translate teacher and classroom effectiveness into school effectiveness when we add the influence of a good principal. In a summary of school effectiveness research, Herman Behling indicated that effective principals:

- tend to rock the boat,
- forsake the desire to be loved in favor of the hard task of monitoring student progress,
- set achievement goals for their students,
- judge their teachers, and themselves, by a set of high expectations,
- tend to observe classes frequently,
- structure curriculum/instructional development,
- gain commitment of their staff to a schoolwide program,
- demand and get results, but
- allow flexibility.

Hallmarks of effective schools:

- **lessons are planned in advance*
- **students are actively engaged*
- **high expectations are the order of the day*

What does all this mean in terms of school systems? At the local level, planners need to look at these variables and decide where they want to go as a school system. Then, they should make policy decisions related to that direction and work with staff to develop their sensitivity toward learner needs, program development goals, and good pegadogical practice--especially practice in basic skills education. Finally, planners and implementers should reinforce these policies by being personally supportive while channeling resources where they will have the most impact. The directions provided through R & D should facilitate this approach.

Because the public pays for education, they have the right to expect certain outcomes. I believe there is a science to guide what we do in education. R&D has provided us with sophisticated methodologies to accomplish our responsibilities. We are gaining new and productive insights into learning, teaching, and school improvement. We should capitalize on these results to benefit classroom students. Let's do it!

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ED216999

Editor's Note: The next two presentations deal with teacher education. The first by Dr. William G. Monahan, Dean, College of Human Resources and Education, West Virginia University (WVU), deals with the higher education perspectives of teacher effectiveness. In the second, Dr. Robert Gabrys, Director, Office of Educational Personnel Development, West Virginia Department of Education, looks at teacher education from the point of view of a state regulatory agency.

Dr. Monahan has served as WVU Dean since 1972. His career in education began as teacher, coach, and principal in Kentucky Schools. He went on to serve as Assistant State Superintendent of Kentucky Schools from 1956-1958. Prior to his current position, he held faculty appointments at the University of Oklahoma and the University of Iowa.

Additionally, Dr. Monahan has served as a member of the Board of Directors of AEL and is a member of a number of professional organizations. He is author or co-author of four books, has written more than 50 journal articles, and is a frequent speaker at national and regional meetings.

Dr. Gabrys brings to the state department a wealth of experience in working with pre-service teachers at the university level. His experience in coordination of student teaching, student data management, and educational placement gives him an excellent understanding of the cooperative effort that is necessary between teacher education institutions and state departments of education.

Both Gabrys and Monahan offer some interesting ideas for modifying the structure of teacher education, both pre- and inservice. They also discuss research findings that could point the way to more effective schools through better teacher education.

Higher Education Perspective of Classroom Management and School Effectiveness—*Dr. William G. Monahan*

Schools do not make very good drug detoxification centers, but sometimes we expect them to.

Schools do make a difference! No one is unwilling to recognize this fact. And as a result, there is a renewed interest in improving education in the country today. This interest is alive and well in the sunbelt.

Schools are tools, but schools cannot do everything. Too frequently we act as if we believe schools can do everything.

In the last 18 months to two years, the criticisms about what schools are doing, and are not doing, has risen. This critical level has been rivaled only during that period following World War II when we endured a great deal of destructive criticism.

The difference between the current attention being given to the level of scholastic effectiveness and those criticisms of the early 1950's is that the earlier criticisms were just that.

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The 1950's statements were articulate and powerfully persuasive, but they were long on what was wrong and thin on how to win.

Today, although the situation still contains vestiges of the old elitism and some of the class biases that characterized some of the older statements, current comments are more responsible and more constructive. Current interest has moved toward explicit ways of improving schools. Some statements are still cluttered with simplistic propositions. Some people are saying you should simply fail kids until they learn. This kind of statement does not seem terribly rational.

It is always instructive to have your defenses hammered at by people who neither particularly revere you or really care very much if, in civil conversation, you feel insulted.

Beyond these kinds of notions, most of the actions currently underway are ameliorative. One example is the Southern Regional Education Board (SREB) Task Force report on Higher Education and the Schools, The Need for Quality. (The SREB is made up of Legislators, Chief State School Officers, Governors' appointees, local education agency personnel and higher education personnel.) While we may not agree with everything, the SREB report says, it gives those of us inside education an opportunity to interact with those on the outside who do not necessarily share our biases. In a process such as this, you can learn to argue in safety and disagree in comfort. It is important that we have an opportunity to interact with those who feel that the things we do may be wrong.

It is safe to say that things are going on within this region that ought to make us feel pretty good about the quality of education.

Another interesting action that is taking place is in North Carolina. Out of their study on school effectiveness came the North Carolina Quality Assurance Program. What is so unique about the North Carolina work is that two major fiduciary boards, the State Board of Education and the State Board of Governors, got together and formed a division of labor to produce some rather clear-cut policies on the nature of the quality of education, and then proceeded to adopt those.

Within the university system of this country, collaboration is taking place between university personnel and public school personnel. Some examples of these collaborative efforts are the Michigan State University Center for the Study of Teaching, UCLA's Curriculum Development Center, and the University of Texas Center for Research and Teaching.

In view of their superior status and intellect, some of these people can hang together paragraphs which are really very exciting, but much of it is content free.

A great number of the statements coming out of the work done through some of the collaborative efforts around the country are prescriptive in

nature. When examining these recommendations, we must look carefully at the research base in order not to be led astray.

Another exciting trend that is developing involves planning for the declining enrollment of the schools. Today we must look at certain dimensions of the educational program in quite a different way than we did in the 1960's when the enrollment and the program were expanding and growing. When you are planning for decline, the choices and the priorities on which plans are made are much easier to defend when they have a heavy intrusion of quality.

When we decide to close the bad schools, not the good ones, we have a better basis for making decisions than those based purely on geographic determinants.

One model for assessing the effectiveness of schools was developed by Ronald Edmunds. In his model, Edmunds stated that four things are needed for schools to make a difference:

- Leadership Style--The principal is involved in the educational process. He is the educational leader.

- The mission of the school is clear--Ask anyone--teachers, school bus drivers, grocers, the lady down the block, and they will all answer the same--for that school the mission is clear to everyone.

In ineffective schools, the principal stays in his office.

- Climate--The effective school is cleaner--that doesn't mean that effective schools don't get dirty or windows do not get broken. What it does mean is that things that need to be done, get done faster. This climate encompasses the total school program. It's more than just cleanliness and orderliness, of course.

- Expectations--Teachers have a clear expectation of what students can and cannot do. Students understand these expectations and they understand that teacher behaviors are based on these expectations.

Studies such as Edmund's are getting a lot of publicity because the public and educators have finally reached the conclusion that schools do make a difference.

"I can't really remember a teacher failing because he didn't know his content." Wayne Teague, Alabama State Superintendent of Education.

What does all this mean for teacher education? Teachers must understand much more than their

subject matter. They must understand how to deal with problems of:

- human growth and development;
- societal effects on behavior in the classroom;
- the complex bureaucratic organization of the school;
- their own relationship to their profession; and
- other role expectations that together somehow operationally define what it is that they do.

We do have the right to develop reasonable standards and expect people to comply with them.

The relationship of higher education to the broad notion of school effectiveness is one of the important facets for exploration in research, because it will help us set the general pattern for initial preparation of teachers. We need to convene a congress of educators in a national policy perspective meeting in order to talk about what we believe in. Educators must develop a system of collaboration that works. This is especially important for higher education because we need a different configuration for teacher preparation itself--the system we are currently using is obsolete. It is important that we take a stand on developing this new system because we also must develop a new alliance of professional cohesion that makes it possible for educators to begin to speak with a single voice when it comes down to the education of American youth. We may disagree on methodology and even ideology, but we shall not, except at great peril, disagree as to fundamental purpose.

Major teachers' organizations are just as tired of defending dues paying incompetents as higher education is of having no real clout to prevent them from being licensed.

The whole system of rewards involved in education means that you must immediately prepare to become something else if you are ambitious to make a living. We have taken marvelous teachers and made lousy principals out of them.

Given an adequate opportunity to achieve the same standard of living, I might just as soon have stayed in that role (classroom teacher), but there was no possible chance of that.

In order to have the symbol of the status to go with the organizational structure, and to guarantee that we do better what we do not do very well now--that is to train teachers to teach effectively--I propose the Teaching Doctorate, a six-year degree comparable to the JD in law. It is

not an academic degree, but an academic degree such as the Ed.D. or Ph.D. does not license you to do a bloody thing. The teaching doctorate would involve three years of Liberal Arts and Sciences--the disciplines. The fourth year would be concerned with coursework in methodology and human growth and development. Year five would be a full year internship, out in the public schools under the supervision of the best teachers in the state. The sixth year would be a seminar year in which the students would be able to interact on an equal footing with university faculty to discuss problems that they have encountered in the field. Superintendents who have reviewed this proposal say that such a teacher would be placed at the Masters Degree plus 40 hours with one year of experience. Right away, such a graduate is more valuable.

I've enjoyed my (doctorate) degree--I've put "Dr." on my checkbook and I can cash a check anywhere.

There is a political aspect to this proposal. Since we gave up teachers' colleges--that in itself a manifestation of our lack of self-esteem--educators have had no common beginnings. Adopting the Teaching Doctorate would fulfill a commitment to solidarity for the profession.

If people try to put you down for using a medical model (for teacher education)--don't let them. It's a damn good model.

By committing teacher training institutions to this sort of model, we could negate the proposition that the undergirding function of such institutions is research and inquiry. The undergirding commitment of a college of education should be toward practice.

We must also examine the delivery system. Some characteristics of effective instruction in the college environment have also been identified elsewhere:

- appropriate expectations
- attention to a concern for people
- willingness to meet, talk and help
- the style of instruction
- loyalty and respect for the content dealt with
- good, thoughtful, well-prepared exams
- fairness
- generosity
- loving what you do

Teaching is just about the most pleasant career that anyone can pursue.

By examining both the configuration of the training model and the delivery system, we have the capacity to make it more efficient than the 128 semester hour model we have used since 1932. We must recognize that time well spent in initial teacher preparation will save us trememdous amounts of energy and money later. Fifty percent of what we now do in inservice education is done because we don't have enough time to do it right in the four-year curriculum.

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Professional Development Perspective of Classroom Management and School Effectiveness—*Dr. Robert Gabrys*

We can be like the aborigine who got a new boomerang and then spent the rest of his life trying to throw the old one away.

There is a potential impact of research on teacher effectiveness and personal development, but whether it ever becomes actualized depends on us.

There are three aspects of the state perspective on teacher effectiveness that we must address:

- What is the essential nature of the learner?
- Can we identify the essential learner outcomes in schools?
- Can we establish a relationship between outcomes and programs of studies and between those programs and effective classroom practices which result in effective schools?

The focal point of the state perspective must always be the needs of the pupil. This focus is the basic reason why teacher preparation, standards, and certification exist. The process of teacher education is, and should be, a dynamic one. The state of West Virginia has adopted a move-forward perspective. There is no reason to fault where we have come from--the process was evolutionary and necessary. But now do we stay where we are or do we move forward?

There are three aspects of teacher education:

- initial preparation
- continuing education
- certification

In addressing these aspects, the state must be outcome-oriented and leave the institutions of teacher education school districts free to explore alternate delivery systems.

Teacher Education programs need to reflect research, but the use of research must never be simplistic.

We need a system that is flexible enough to allow the profession to be responsive to what it learns about itself. Within the system we must establish criterion for adopting research findings related to teacher effectiveness. For example, a cursory look at the research done on class size seems to point the way toward reduction of class size to enhance classroom effectiveness. However, when we carefully examine Glass' research, we see he notes that class sizes of 20 are more effective

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than class sizes of 40; however, if those classes of 20 are taught in the same manner as classes of 40, no significant change occurs. The use of research must never be simplistic.

If teachers had the same kind of review process that we (at the state department or institutions of higher education) do when sending letters and documents out, they wouldn't be criticized for lacking basic skills. They don't have the time to edit correctly--that shouldn't be interpreted to mean they don't have the skills to do it correctly.

The state's involvement in initial preparation of teachers should be to encourage that attention is given to four components:

- Basic Skills--What level of basic skills expertise must a teacher have in order to teach basic skills to students? This is not the same as asking, can a teacher read and write?

- General Studies or Liberal Education--Institutions of higher education must be given the freedom to determine what an educated person is.

- Content Specialization--Teacher education curriculum must be based on the public school curriculum. New teachers must be able to deliver the minimum competencies that students are expected to learn.

- Professional Education--States need to collaborate with teacher education institutions and school districts in order to ensure that best practices research continually effects the development of teacher education curriculum.

If a state encumbers all 128 hours of teacher preparation, then it is mandating maintenance of the status quo--institutional creativity is limited.

When an institution of higher education decides to run a teacher education program, it assumes a new responsibility that it typically would not have had within the traditional university framework. To agree to run a professional program means that you have to be sensitive to the profession itself--the needs of the profession must drive the program. The state can play an integral part in helping to clarify those needs.

In looking at inservice/continuing education, the best practices research by Harry Hudson points out the following components that should be a part of an effective program:

- Collaborative decision making. It is also important when designing inservice or continuing education programs to keep in

mind that the learners are adults. Research tells us that adults enjoy planning and carrying out their own learning activities. Adults need an opportunity to practice new learning.

- Incentives for participation--an emphasis on professional rewards

Teacher education must remain dynamic.

- Explicit support by district and building administrators
- Sufficiently complex instructional programs planned in response to assessed needs
- Competent facilitators
- Content directed toward changing teaching--not student behavior. We need to be careful not to rate teacher education institutions on the basis of pupil outcomes.

Inservice education should be geared toward helping teachers grow--not cleaning up deficits.

- Professional practice in an appropriate school site. Research also shows that teacher attitudes are more likely to be influenced in a school-based rather than a university-based course. However, no delivery system is totally ineffective. The important aspect is to determine what outcome you want, then choose the appropriate way to achieve it.
- A developmental--not a deficit--model

We need to view educational personnel development as a continuum. At one end is the initial preparation. The outcome from that should be a clear-cut delineation of what the professional can do. The preparation outcome should flow into the beginning teacher's practices and beginning teacher practices should flow into the experienced teacher's profile. The other end of the continuum should not be retirement, but rather the maximizing of the potential of the teacher.

Another problem to address is the dichotomy between teacher education and degrees. We have tried to make them equivalent, and maybe what we need to do is to analyze the system and look at the continuum apart from whether or not the person

earns a degree along the way. We need to establish realistic expectations of colleges, then communicate them to the school districts so that the resulting professional profile will allow an individual to grow as a professional.

Certification renewal is an area where we need to revamp our methods. It is in for the most significant changes in terms of best practices research. We must make a permanent certificate a meaningful piece of paper.

States need to recognize that education is a profession and that a profession must have a responsibility for itself.

The most important factor that must be considered is that state education agencies, higher education, and school districts do not need to do the same things. Each must recognize the expertise and individuality of the other. Within the profession there are roles for each of the constituencies and it doesn't do either any good if both are doing the same thing. Because, in the long run, one of us is not needed.

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Editor's Note: Karen Seashore Louis divides her time between two positions: one, Senior Research Associate, Division of Child, Family and Education, Abt Associates, Inc. and the other, Senior Research Associate, Center for Survey Research, University of Massachusetts in Boston. Dr. Louis has been actively involved in research since the completion of her B.A. at Swarthmore College in 1967. Her major areas of specialization are formal organizations, knowledge utilization, and the sociology of education. Since 1970, Dr. Louis has worked on ten major contracts or grants in these areas, consulted for five health and educational associations including NIE, and published 14 books, monographs, and papers. In addition to conducting her own research, Dr. Louis has made an extensive review of work done by others in the area of organization change.

Implementing Research and Development in Schools: State-of-the-Art—*Dr. Karen Seashore Louis*

I want to structure my comments around what research has said about how to put research outcomes into practice at the school and the classroom level. Within this Forum's basic theme of school improvement, I believe I have a message of great hopefulness to bring to you. We have learned a great deal in the last five years about how to implement research-based knowledge. There have been perhaps ten really good studies that have addressed this issue. I will basically be discussing my own research, and what I have found in my studies that was supported by other research.

I believe I have a message of great hopefulness to bring to you.

In this Forum we are really looking at two different outcomes if we are going to improve schools using research and development. One is effective implementation of new programs through the use of knowledge. To have effective knowledge use we must have:

- a need to improve some aspect of the school;
- a need for teachers to acquire new skills;
- a desire by teachers to improve;
- a process for transferring, or communicating knowledge to teachers;
- a commitment to continue using the new knowledge and skills well after the initial training period; and
- a belief that this program will resolve some of the school problems.

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The second outcome that we must address is the broader issue of school improvement. In addressing this issue we must look at whether R&D can help to make:

- the organization more healthy;
- the school a more pleasant environment in which to learn; and
- the patterns of leadership more effective.

The processes used to improve schools in the larger sense are often quite different from those used to transfer a specific piece of knowledge for use in the classroom.

Figure 6 is a general model to use when trying to understand the knowledge use and school improvement process. Under local conditions it is important to keep in mind the unique characteristics of each district and/or school. Principals, teachers, students and resources all vary from school to school.

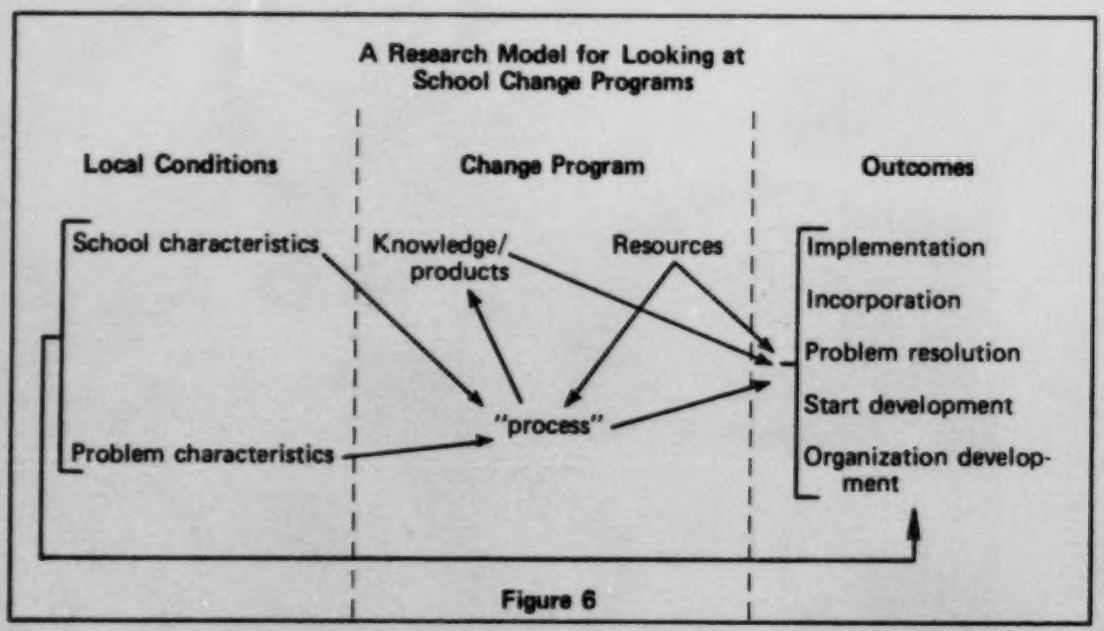

Figure 6

There are three identifiable features of any change program whether it is locally designed or imported from the outside:

- Knowledge/products--Can the district or school design its own program or will it elect to adopt one from an outside source? Is program adaptation necessary and can district personnel do this or will they need outside help?

- Resources--Will funding be from local or external sources? How much outside expertise is needed? Can local personnel administer the program?

- Process--What should local personnel do to implement the program?

Change-program outcomes must be viewed realistically. Each step of implementing and incorporating a change program will create some problems that must be resolved before the program can be effective. The aspects of staff and organizational development are most important because these things allow the school to move ahead with any program.

I now want to address the three action implication areas of the change program: Knowledge, Resources, and Process.

Knowledge

Content

Teachers grow more when they are grappling with problems that are the core of their everyday lives.

Focus on the use of classroom instruction or managment knowledge. In 1976, the Rand Corporation study findings said that there was no relationship between the content of the approach that was being used in a program and any major outcomes (i.e., whether the program was being used by teachers, whether it seemed to have any effect in the schools, or whether it was being continued). My own research suggests that the content focus was extremely important. Staff development is much more likely to occur if the focus of the knowledge content is on classroom management than if it is on staff development. Instructional focus gains commitment.

Characteristics

Support the development and use of "complex" or "hard to use" products and information. This is not easy to do. Research suggests that the more complex a program is and the more change is required, the less likely a school is to adopt it. But it also suggests that programs requiring little change provide little improvement. The more complex programs will give greater results and thus, more effective schools will be the outcome.

Research shows that change programs requiring little effort produce little outcome.

Be sensitive to the need to balance objective and subjective quality. Objective quality has to do with the validity and reliability of the program. School personnel tend not to pay much attention to this aspect. Subjective quality is that which is seen from the teacher-user's perspective. Is it relevant to each teacher's classroom? One way to balance these two aspects of quality is by some sort of quality control mechanism or screening device so that equal attention is given to both.

Encourage the adoption of programs that have a good local "fit" and do not require extensive adaptation. Developers tend to feel that adaptation is terrible; local school personnel feel it is terrific. The Rand Corporation did a study which said basically that local adaptation fostered greater commitment and thus, resulted in a higher level of implementation and change. I've looked at it in a slightly different way and my study suggests that if programs are carefully selected to fit the local context, adaptation may be counter-productive. Commitment from teachers can be gained by involving them in planning for implementation rather than inventing a new program. Starting with a poor program or a program that is too far from the needs of the local school can make adaptation necessary but will present more problems than should be there.

Resources

Money

Don't use money as an excuse. Lack of money is the most frequently used excuse for not using/adopting/continuing a new program. Try to obtain local resource commitments. Money from

external agencies seems not to foster local commitment and thus, lacks effectiveness.

Invest resources in training and staff release time for implementation, planning. Money does not stimulate innovative behavior. Inservice funds are important because these represent support by the local school board. Payment to teachers is political and is not related to effectiveness.

Technical Assistance

Provide training and technical assistance from several sources. Rely as much as possible on practice-to-practice technical assistance and training. Teachers seem to learn best from other teachers. At the same time, don't underestimate the potential role of the experts. Try to use "linkers," state education agency personnel, university personnel, and regional laboratory staff where possible.

Process

Leadership

The principal is important for setting the stage for the change process. Passive principal involvement is essential--active is better. However, the importance of direct principal involvement may be overemphasized. The most effective principal role is, in many cases, a facilitative one.

Involvement

Involvement of the faculty as a whole is most important in the early implementation, much less important in making selections for the change process. A small, committed planning group is the most effective mechanism for the early stages of change. Fostering participation and faculty influence are more important than having a really sound problem solving process which goes by the textbooks. Teachers need to feel that they have a role in change.

Local Condition

Finally, I'd like to address what I call the "Power of Place" hypothesis which says, "We just can't do it here because of the nature of this district or school." Clearly the characteristics of a local district or school have a powerful influence on the implementation of a change program. But I also believe that the problems they present can be overcome with good and useful knowledge, properly placed resources, and the reintroduction of improved problem solving processes which can be facilitated by persons acting as generalists or field agents.

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State Programs

Editor's Note: Four states within the Appalachian Region consented to share their experiences of implementing R & D-based programs in their schools. Alabama, North Carolina, Ohio, and West Virginia sent representatives from SEAs, LEAs, colleges, and universities to speak to Forum participants on the steps that they took to put into practice programs they had learned about through the AEL workshop series. A summary of the state presentations begins on page 43. Below, you will find a brief description of each research-based program that was discussed. Following each description is an address where you may write for more information on the program. Then, on page 41 is a chart listing the school districts within each state where the programs have been implemented. A contact person has also been listed in case you wish to learn more about an implementation in a particular locale.

Classroom Organization and Effective Teaching (COET)

Since 1974 the Research and Development Center for Teacher Education at the University of Texas at Austin has conducted a series of studies designed to identify effective practices in classroom management and instructional organization. Each of these studies identifies the practices of effective classroom teachers for the level of schooling involved. Well-managed classes were defined as those where there were high levels of student cooperation, achievement, and task-involvement.

The R & D Center has recently developed, field-tested, and published the document entitled, "Organizing and Managing the Elementary School Classroom," which is based upon the elementary level studies. This document summarizes the studies' observation and interview findings regarding effective elementary classroom teachers. The manual provides guidelines to teachers on how to organize instruction in the following topic areas:

- Readying the classroom
- Consequences
- Monitoring
- Organizing instruction
- Student accountability
- Instructional clarity
- Strategies for potential problems
- Planning rules and procedures
- Teaching rules and procedures
- Stopping inappropriate behavior
- Beginning of school activities

For each topic area a prescription is provided (i.e., "Be certain your classroom space and materials are ready for the beginning of the school year."). Each prescription is followed by a rationale with guidelines and suggested activities for implementation. Activities for "readying the classroom" include the recommended use of a checklist for room readiness, a "test" for identifying room traffic guidelines, and the suggested use of a checklist of questions to consider in getting the year started smoothly (i.e., "When is the principal available, and about what does he/she want to be consulted?").

The COET project is currently developing and testing a similar manual on teaching effectiveness for teachers in junior high or middle school classes. The manual(s) and research findings for the above studies can be obtained by writing:

Classroom Organization and Effective
Teaching Project
Research and Development Center for
Teacher Education
Education Annex 2.244
Austin, Texas 78712

Proficiency Verification Systems (PVS)

The Proficiency Verification Systems (PVS) were developed over a ten year period by the Southwest Regional Laboratory in Los Alamitos, California, with funding from the National Institute of Education. PVS is a proven information system keyed to the major elementary mathematics and reading textbooks used in this country. This system provides detailed accounts of the skills pupils have acquired through the use of standardized textbooks. Continuous Learning Mastery Profiles of individual students and of a classroom are provided to teachers. The profiles enable teachers to keep a record of each student's and of their classroom's progress in mathematics or reading. District-wide and national information, in the form of inventories and reports, is provided to principals and to district level administrators. This information can be used to inform parents about individual accomplishments, to demonstrate school successes to school boards and funding agencies, and to implement program selection and evaluation measures. PVS information is correlated with major standardized tests. Additionally, PVS provides analyses of the internal structure of major instructional programs as well as a customized survey of special district programs. PVS is flexible in meeting local needs in that it requires no more time than local schools and teachers are willing to commit. PVS generates only as much information about pupil accomplishments as local schools and districts actually need for planning and instruction.

For further information, contact:

Dr. Patricia Milazzo or Dr. Aaron Buchanan
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, California 90720

Chicago Mastery Learning Reading Program (CMLRP)

The Chicago Mastery Learning Reading Program (CMLRP), under development for over a decade, is a systemwide program for elementary school improvement. The program has the following components: clearly stated instructional objectives; a criterion-referenced assessment system and schedule; systemwide achievement goals

and accompanying monitoring systems; and a competency-based promotion policy. In addition, the Chicago program includes a completely specified and fully field-tested instructional system: The Chicago Mastery Learning Reading (CMLR) materials for teachers. The CMLR materials are divided into instructional units. Two parallel sets of units, one set for comprehensive objectives and one set for word attack and study skills objectives, have been developed for each of the thirteen levels (groupings of 273 key objectives) of the reading curriculum. Each unit includes the following seven components: (1) Teacher Activities, (2) Student Activities, (3) Formative Tests, (4) Additional Activities, (5) Enrichment Activities, (6) Related Activities, and (7) Criterion-Referenced Tests.

Other features of this program are a distinctive instructional sequence, specific learning strategies, and structure of text information.

For more information, contact:

Dr. Michael Katims, Coordinator
Mastery Learning Program Development
Chicago Public Schools
228 LaSalle
Chicago, Illinois 60601

Teacher Expectations and Student Achievement (TESA)

Teacher Expectations and Student Achievement (TESA), originating in 1971 as Equal Opportunities in the Classroom (EOC), is an inservice training program based on research dealing with the effects of teacher expectations on student achievement. TESA is designed for teachers of all subjects, grades K through the college level. The program is directed toward modifying teacher techniques in order to eliminate extensively documented discriminatory interactions with "low" achieving students.

The implementation design of the program consists of workshops and follow-up activities in the classroom. Participating teachers attend a series of five three-hour workshops scheduled monthly. At each workshop, three of fifteen separate interactions recognized as being supporting and motivating are introduced; literature and research are cited, techniques are discussed; and illustrations, demonstrations, and role-playing activities are offered. To encourage the practice of desired behaviors and to provide immediate feedback, following each workshop each participating teacher is observed for at least thirty minutes a minimum of four times over a period of three weeks by fellow workshop participants. The role of the observer is to code the frequency of the desired behaviors directed toward high achievers and low achievers and is considered nonevaluative.

For more information, contact:

Mr. Sam Kerman
Los Angeles County Education Center
9300 E. Imperial Highway, Room 246
Downey, California 90242

Stallings Staff Development Model

The Stallings staff development model is an outgrowth of the teacher effects research conducted by Dr. Jane A. Stallings, founder and president of the Teaching and Learning Institute (TALI) in Mountain View, California. The purpose of the Stallings staff development model is to increase student achievement through data-based, systematic change in classroom teaching behaviors. The primary objective of this model is to help teachers change their classroom behavioral processes in order to organize and manage their classrooms more efficiently and effectively. The foundation of the process was the identification of research findings which specifically related to students' reading achievement gains.

The Stallings staff development model follows a distinct sequence of activities related to (1) systematic data collection, and (2) teacher training. The Secondary Observation Instrument (SOI), the heart of data collection, is a completely objective, teacher-focused observation system for recording classroom activities and interactions. Teachers are observed in one class for three days by trained, reliable SOI coders. The observation data are analyzed and individual teacher behavior profile charts are generated by a computer. These charts include recommendations for changes in teacher behaviors based on the previous research findings.

The second major component of the Stallings staff development model is the series of teacher training workshops. Teachers attend a series of five focused workshops, each about 2 1/2 hours long. Each workshop focuses on a specific topic and the small group of 6-8 teachers is provided a packet of information/resources prior to the session. The purpose of small group sessions is to foster a supportive, problem-solving environment wherein teachers help each other identify and try-out new teaching techniques related to their profile-identified recommendations.

At the end of the semester, a second round of classroom observations is conducted using the same SOI. New teacher behavior profile charts are prepared based on the post-workshop observations.

For more information, contact:

Dr. Jane A. Stallings
409 Poppy Place
Mountain View, California 94043

The Synergy System (Partnership for Successful Schools)

The Synergy System, developed, tested, and implemented over the last decade in a variety of public schools in several states, is a comprehensive, total school/community effort to improve student achievement. The Synergy System has

three main goals: (1) to build teamwork and morale among educators, parents, and students; (2) to increase student achievement and personal growth; and (3) to create needed tax and other forms of public support for schools. Originally called "Catalyst" and begun with just a few components, the Synergy System has evolved into a total program based on seven tested and refined synergy principles: (1) principal growth/support, (2) family educational planning, (3) mutual support, (4) educational goal assessment, (5) student progress evaluation, (6) progress reports and skill development, and (7) legislative/financial support. Synergy, as in the Synergy System, means the more effective working together of people and programs so that the total outcomes are greater than the sum of uncoordinated individual efforts.

For further information, contact:

The Institute for Independent
Educational Resources
2330 Heatherstone Drive
San Rafael, California 94903

School Districts Within Each State Where Programs Have Been Implemented

Program	Alabama	North Carolina	Ohio	West Virginia
COET	Talladega County Howard Fortney Mobile County Dawn Smith	Alexander County Wayne Trogdon Currituck County Jane Cross Montgomery County Bruce Morton Rachel Morton	Loudonville Aron Ross	
CMLRP	Dothan City Kathy O'Keefe			
Stallings	Elmore County Roberta Pilcher Dothan City Mobile County Talladega County	Kannapolis City Nancy Brooks Teresa Nash Roberta Riley* Montgomery County	Cincinnati Ward Ghory*	Putnam County Kenneth Higginbotham
TESA	Dothan City Talladega County	Alexander County Montgomery County		
PVS	Talladega City T.Y. Lawrence Elmore County			
Synergy			Cincinnati Kenneth Sharp	

*Stallings Trainers

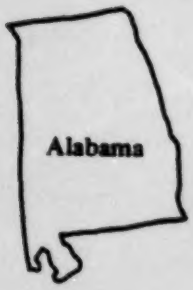
Note: Persons listed may be contacted for further information about the programs within their locales. See back cover for state contact persons and AEL state consultants who may be contacted for further information on implementation within each state.

Editor's Note: Proactive dissemination was the topic of this Forum session presented by personnel from the Alabama Information and Development System (AIDS) office and representatives of local education agencies. The session summary provides examples of the ways in which one state has promoted the use of R & D-based programs in local schools as well as the results attained by local schools implementing the programs.

Presenters:

- Dr. Howard Fortney, Director, Teacher Corps, Talladega County
- Dr. Meade Guy, Coordinator, Office of Research, Alabama State Department of Education
- Ms. Kathy O'Keefe, Federal Projects Director, Dothan City Schools
- Dr. Thomas Y. Lawrence, Assistant Superintendent, Elmore County School System
- Ms. Dawn Smith, Special Education Teacher and Technical Writer for General Services Division, Mobile County School System

Maximizing Use of R & D for Educational Improvement: The Alabama Connection



"The most important thing that we can do in a state agency is to try to place ourselves in the position of the practitioner, then we can relate to them and their problems," stated Meade Guy, Coordinator of the Alabama Information and Development System (AIDS). The AIDS office is the dissemination/diffusion unit of the Alabama Department of Education. Its overall purpose is to promote knowledge utilization in educational improvement efforts in the state by providing current, relevant information from a variety of sources, technical assistance as needed, and linkage systems among AIDS, SDE personnel, and LEAs. Dr. Guy also serves as the state contact person for ESO.

"The AIDS office tries to develop a network to put practitioners in touch with the best that's coming out of the world of R & D. Not only in touch with ideas, but also with people and materials to fulfill our responsibility to put together resources that will help to improve education at the local level," said Guy, "but first we must build credibility to convince practitioners that we can deliver something that is worthwhile, something that will help them solve their problems."

Toward this end, the AIDS office works with the Division of Instruction, Community Education, Career Education, Titles I and IV-C, and Vocational Education within the department. In the school districts of the state, AIDS encourages the use of the Local Linkers System in which district personnel take on the added responsibility of helping match AIDS resources to the local problems. The AIDS office does not try to tell people to adopt a certain strategy or program. They merely provide the information and technical assistance necessary for sound decision making. Since its inception, the AIDS office has conducted approximately 100 general awareness sessions on how to use the AIDS services. In school year 80-81, AIDS carried out 36 staff development workshops with over 1,800 participants.

Some of the other dissemination strategies conducted by the AIDS office, in collaboration with AEL, are:

- sponsored attendance at Rx Potpourri workshop,
- sponsored attendance at Stallings, COET and PVS workshops,
- replication of Stallings, PVS, and COET workshops,
- reproduction and distribution of R & D materials,
- design and conduct of workshops incorporating R & D findings and products for LEA inservice programs,
- design and conduct of workshops incorporating R & D findings for Basic Skills teams,
- design and conduct of awareness level workshops for local staff development coordinators (in collaboration with SDE Staff Development unit),
- facilitation of design and production of comprehensive staff development module for administrators in collaboration with SDE's Leadership Management Program,

- conduct of staff development module,
- support of LEA replications of Rx workshops,
- technical assistance to LEAs implementing programs,
- "brokering" of assistance between and among LEA adopters and other interested LEAs, and
- development of formalized collaborative relationships between and among LEAs and Dissemination Unit.

Well over 1,500 educators participated in these collaborative workshops and programs. Persons receiving R & D materials numbered in the thousands.

The other presenters from the state of Alabama were all members of the Local Linkers System. Dr. Howard Fortney, Director, Teacher Corps, Talladega County, works in two schools spanning grades K-12 to pilot and validate programs which improve the school learning climate for low-income pupils. The validated programs are then disseminated to other county schools.

Adaptations of three models, TESA, COET, and Stallings, have been integrated into the staff development program to help teachers work together to improve school practice. Fortney stated that prior to implementing this program, a great sense of academic futility existed in Talladega County. (Brookover characterizes academic futility in the following manner: Pupils do not care if they achieve because they sense that, (a) teachers don't care, and (b) their peers will punish them if they try to achieve.) Now Fortney states, "The sense of academic futility has changed so much that we are astonished. The change is so significant that it could only have occurred one time in 10,000 by chance."

Another presenter, Dr. T. Y. Lawrence, Assistant Superintendent, Talladega City Schools, talked of his district's success with the PVS model. The Talladega City students' scores on standardized

tests were far below the national average. Three goals were identified for the school system:

1. change in the curriculum,
2. institute better methods of teaching basic skills, and
3. improve test scores.

Administrators felt that the PVS model could address all three of the goals because it helps to identify the structural deficiencies of the curriculum.

Lawrence reported some of the Talladega teachers' reactions to PVS:

"PVS identified the levels of achievement of my students and as a consequence, I believe I am having less failure."

"I am less frustrated in trying to teach these children because their attitudes toward learning have changed."

"The PVS inventories have also revealed the weak areas of my teaching."

The Elmore County School System also implemented a new modified version of PVS. Title I Coordinator, Roberta Pilcher, reported that in Elmore County, personnel modified the PVS benchmark skills to better fit their math curriculum. In addition, a classroom observation form was developed that followed the Stallings model.

Dawn Smith, Special Education Teacher in Mobile County, reported on her district's development of a Leadership Management Training Module which incorporated strategies from the COET and Stallings models. The three components of Mobile County's Leadership Management Training Module were:

1. overview of effective teaching strategies (R & D-based),
2. application of the research findings from COET and Stallings that meshed with

research on effective use of classroom time and structure, and

3. classroom observations.

Smith stated, "When we found in our Staff Development Needs Assessment survey that the top priority for teachers was help with classroom management, the decision was made to incorporate COET as one strategy of the inservice series." She feels that the greatest benefit of including COET has been felt by the new teachers. In the near future, using AIDS funding, Mobile County teachers will be able to participate in an on-site workshop conducted by Jane Stallings.

In Dothan City Schools, Federal Projects Coordinator, Kathy O'Keefe, has worked with AEL in an effort to incorporate parts of the Chicago Mastery Learning, TESA, and the Stallings model into their staff development program. Past practices of offering ESEA-funded teacher workshops (575 were conducted in 1978) had shown little evidence of effective change among teachers. Dothan school administrators then decided to involve supervisors in clinical supervision training models. They found that the Stallings model fit into this program. By working with supervisors first, Dothan officials have found a more efficient way of effecting change in the classroom. They have now involved teachers directly in a limited implementation of Chicago Mastery Learning and soon plan full implementation of the TESA model.

O'Keefe feels that this approach to staff development has worked in Dothan City Schools because they:

- had a need to change,
- had support of the central office administrators,
- had a critical mass of committed teachers, and
- saw an outcome from their work and involvement.

Meade Guy pinpointed one of the most critical factors involved in effecting change: "getting the right information to the right people at the right time in a usable form." Hopefully, collaborative efforts such as those in evidence in Alabama will continue to impact positively on the school systems of the region.

Editor's Note: The purpose of this session was to acquaint participants with North Carolina's implementation of two research-based programs (Classroom Organization for Effective Teaching [COET] and Stallings Observation System for Staff Development) to improve basic skills. The session provided participants the opportunity to interact in small group settings with State, intermediate, and local educators who have been involved in establishing more effective classroom management practices.

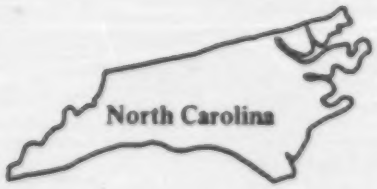
Presenters: State and Regional Overview

- Mr. Henry Helms, Director, Division of Development
- Dr. Ione Perry, Consultant, Division of Development
- Mr. Richard Barnes, Coordinator, Regional Services and Dissemination, Region V
- Mr. J. R. Brendell, Coordinator, Regional Services and Dissemination, Region VII

Presenters: Local Implementation

- Alexander County--Dr. Wayne Trogdon, Assistant Superintendent
- Kannapolis City--Ms. Nancy Brooks, Teacher
  Ms. Teresa Nash, Teacher
  Dr. Roberta Riley, Consultant, UNC-Charlotte
- Montgomery County--Mr. Bruce Morton, Principal, Troy Middle School
  Ms. Rachel Morton, Director, Federal Programs
- Currituck County--Ms. Jane Cross, General Supervisor

Effective Classroom Management Practices



According to Henry Helms, Director, Division of Development, North Carolina Department of Public Instruction, his agency's major commitment is to seeing that new ideas get to the classroom. In carrying out this responsibility, his division coordinates activities through the National Diffusion Network (NDN) and provides funding to local districts through the Title IV-C grants. Helms states that while serving in a linkage capacity between R & D and classroom practice, personnel in his division "are seeing that it is not just within NDN where all the ideas are, but many things have been made possible through the National Institute of Education (NIE) and our involvement with AEL."

Helms lists several key events that were helpful in working with AEL and the Basic Skills section of the Department of Public Instruction in a collaborative effort to improve classroom management. These events are:

- January 12-13, 1981--AEL-Rx state consultant presented training workshop for 35 administrators, teachers, and students on a peer-tutoring program at Manteo High School.

- February 26-27, 1981--AEL-Rx state consultant facilitated a discussion group at the North Carolina Department of Public Instruction replication of Rx's workshop, "Improving Basic Skills Using Classroom Management Techniques." Featured speakers included Ward Ghory, Cincinnati Public Schools; Barbara Clements, R & D Center for Teacher Education, University of Texas; and Patricia Milazzo, Southwest Regional Laboratory. Over one hundred educational practitioners participated in this event.

- June 29-July 2, 1981--AEL-Rx state consultant presented at the Title II, North Carolina Department of Public Instruction Training Workshop. Other presenters were Barbara Clements, R & D Center for Teacher Education, University of Texas; and Ward Ghory, Cincinnati Public Schools. Turnkey training in two classroom management systems (COET and Stallings Staff Development Model) was provided for 60 North Carolina educators from state and local agencies.

- July 13-15, 1981--AEL-Rx conducted a potpourri workshop, "Improving Basic Skills Using Classroom Interventions," in Ft. Mitchell, Kentucky. Ms. Joyce Kohfeldt, Innovation Educational Support System, Kernersville, North Carolina, was one of the presenters. AEL-Rx technical assistance grant funds were used to partially sponsor the attendance of North Carolina state, regional, and local people.

- July 22-23, 1981--AEL-Rx state consultant gave awareness presentation to

Cumberland County Schools. Approximately 30 supervisors and 30 principals attended this inservice workshop on improving basic skills using classroom management and clinical supervision.

- August 10-12, 1981--AEL-Rx conducted an indepth workshop, "School Improvement and the Chicago Mastery Learning Reading Program," in Coraopolis, Pennsylvania. Ms. Joyce Kohfeldt, Innovation Educational Support System, Kernersville, North Carolina, was one of the presenters. AEL-Rx sponsored the attendance of Jean Blackmon and Wayne Dillon, North Carolina Department of Public Instruction.

- September 23-24, 1981--AEL-Rx was an invited presenter at the Sixth North Carolina Awareness Conference.

- October 12-14, 1981--AEL-Rx conducted an indepth workshop, "Teacher Expectations and Student Achievement," in Charlotte, North Carolina. This workshop attracted forty-one North Carolina educators, many of whom were sponsored by AEL-Rx technical assistance grant funds.

Although North Carolina is not a member state of AEL, it does receive full services from the Regional Exchange. These services include R & D information offered through the Resource and Referral Center and the Rx workshop series, as well as technical assistance at workshops and AEL state consultant presentations within the state. Dr. Ione Perry of the Division of Research and Development serves as the state contact person from North Carolina. Working directly with Ms. Sandra Orletsky, AEL's state consultant for North Carolina, Dr. Perry is able to help keep an open line of communication from AEL to the classrooms in her state. (See inside back cover for a list of other AEL state consultants and state contacts.)

There are eight Regional Service Centers in the state of North Carolina which also help facilitate the dissemination of R & D information and technical assistance to local school districts. At the Forum, facilitators from Regions V and VII

discussed the steps that were taken in implementing COET in their region.

In Region V, coordinator Richard Barnes outlined the following steps to implementation:

1. Interdisciplinary teams from the locals attended AEL workshops.

2. Regional staff followed up with technical assistance to locals:

   a. provided awareness or training to LEA people who did not attend workshop, or

   b. provided training to leadership teams from individual schools so that these teams could provide inservice to their personnel. Staff provided workshop materials to local team.

Region VII's approach, as reported by coordinator, J. R. Brendell, was slightly different:

1. Six regional staff members and six LEA people attended the AEL workshops.

2. This team put together an overview of what they had learned about COET and presented it to:

   a. all regional staff members,

   b. Staff Development Planning Committee (this group is made up of superintendents' appointees from each district and charged with reviewing any staff development activity that is regional in scope, and then making recommendations to Superintendent's Council),

   c. Superintendent's Council (brief awareness session), and

   d. Annual Administrators' Workshop. (The identified needs of the region were discussed. Two of these needs were improvement of basic skills and classroom management. COET was presented to a group largely made up of principals.)

3. After the Administration Workshop, interested locals could request:

   a. awareness sessions with local leadership teams, and/or

   b. training sessions with district leadership teams or individual school leaders.

Brendell stated, "At the present time Region VII has seven school systems that are at various stages of implementing the COET model, and two others that have requested training."

LEA administrator from Region IV, Dr. Wayne Trogdon, Alexander County, was one of the Forum presenters. He spoke of the positive effects of the COET model on classroom instruction. Trogdon feels that COET's emphasis on warmth of interaction and high expectation for pupil achievement addresses the basic core of effective teaching.

Local leaders from other regions of the state included a team from Kannapolis City Schools. Teachers Nancy Brooks and Teresa Nash discussed the effects of the Stallings Classroom Observation Model on their own classroom effectiveness. Unique in Kannapolis' implementation was the involvement of a consultant from the University of North Carolina at Charlotte, Dr. Roberta Riley. Dr. Riley served as the Stallings Classroom Observation Model trainer for the Kannapolis City School System.

From Montgomery County, Rachel Morton, Director of Federal Programs, and Bruce Morton, Principal of Troy Middle Schools, discussed COET implementation using federal grants funds. In Montgomery County an adaptation of the Stallings Classroom Observation Model was also implemented to strengthen their program. Plans are underway to begin implementing TESA in the near future.

Jane Cross, General Supervisor, Currituck County, told participants how COET was used to raise teacher morale. One year ago, Currituck administrators were pleased by soaring student achievement scores, but alarmed by the exodus of

teachers from the system. COET was instituted as a viable answer to teachers' concerns about the problems of classroom management. One year later, Ms. Cross reported, classroom teacher morale was up. Teachers were heard to say, "This is the best group of students I've ever had." Needless to say, Currituck County is "sold" on COET.

Ione Perry probably said it best when she stated, "The collaborative effort with AEL, other states and locals within our state does make a difference. It takes a lot of people from a lot of different positions to put something together that works."

Editor's Note: Ohio representatives from the state and local levels described their collaborative efforts to utilize the Regional Exchange, concentrating first on the role of the Ohio Department of Education in arranging LEA participation in AEL workshops. Ohio principals shared their experiences in implementing research-based models including the Chicago Mastery Learning Reading Program, COET, Synergy Program, and Jane Stallings' observation system for staff development.

Presenters:

- Dr. Margaret A. Mauter, Director, Division of Planning and Evaluation, Ohio Department of Education
- Dr. Aron Ross, Principal, McMullen Elementary School, Loudonville, Ohio
- Dr. Ward Ghory, Assistant Principal, Walnut Hills High School, Cincinnati, Ohio
- Mr. Kenneth Sharp, Principal, Whittier Elementary School, Cincinnati, Ohio.

The Recent Uses of R & D-Based School Improvement Programs in Selected Ohio School Districts

Dr. Margaret Mauter, Director, Division of Planning and Evaluation, Ohio Department of Education, sees her major duty as the AEL state contact person is to act as a liaison between AEL and state and local education personnel. In this capacity, Dr. Mauter has enabled a large number of Ohio LEA people to attend AEL-sponsored workshops. AEL consultants have been invited to participate in Ohio State Department of Education conferences, and Ohio LEA personnel have served as major presenters in a number of AEL-sponsored workshops in other states. Dr. Mauter's division also has the responsibility of administering the Title IV-C grants in Ohio. Funding under these grants has enabled several Ohio locals to institute programs that personnel first became aware of through contact with AEL. These programs have included components from:

- Classroom Organization and Effective Teaching (COET)
- Chicago Mastery Learning Reading Program
- Stallings Staff Development
- Synergy

Dr. Aron Ross, Principal, McMullen Elementary School, Loudonville, Ohio, felt that the teachers in his school needed help with their "instructional duties." At a state education department program, Dr. Ross heard Julie Sanford, University of Texas, discuss the COET model and present research findings that pinpointed certain activities of effective teachers. Using the COET materials as a guide, he then gathered more research on teacher effectiveness and incorporated this information into a letter to the teachers.

As the school year progressed, Ross began designing an inservice program for teachers in the school. He gathered more information on the CMLRP at the Ft. Mitchell, Kentucky conference, also sponsored by AEL. The Loudonville program that he is now conducting uses portions of COET, CMLRP, research findings gathered at AEL workshops, and materials of his own.

Dr. Ward Ghory, Assistant Principal of Walnut Hills High School in Cincinnati, is an experienced trainer in the Stallings Model. He has worked as a presenter in a number of AEL-sponsored workshops in the region.

Dr. Ghory spoke about the four key elements of the Stallings Model that make it an effective tool of staff development:

1. diagnosis of teacher strengths and needs through objective observation,

2. research-based recommendations for improved practice,

3. small group problem-solving workshops related to classroom organization, behavior management, direct instruction, and positive motivation, and

4. accountability through post-training observation.

In conducting staff development workshops, Dr. Ghory stressed two important components that he feels should be included:

1. a time to discuss common problems that confront personnel, and

2. a time to discuss the available research findings that may help address these common problems.

Dr. Ghory stated that successful staff development programs should "create dialogues that unlock resources that may be present within the schools."

The one example of implementation of the Synergy Program (Partnership for Successful Schools) was discussed at the Forum. It was provided by Cincinnati Public Schools. Mr. Kenneth J. Sharp, Principal at Whittier Elementary School, outlined the selection criteria and implementation process that his school system went through.

Superintendent of the Cincinnati School System, Dr. James Jacobs, became interested in the Synergy Program when he attended an AEL workshop where it was highlighted. Although Dr. Jacobs cannot endorse any inservice model for the district, he did make available to his staff information about the program.

Interested individuals then looked at the components of Synergy and felt that it would indeed address some of the problems of the system. The positive aspects of Synergy which the Cincinnati principals found were:

- it addresses the variables identified by research that produce an effective school;
- it provides a model for achieving goals being pursued by the school system; and
- it addresses the professional/inservice needs of principals.

In implementing Synergy, Cincinnati personnel followed these steps:

1. identified a facilitator;
2. secured the support of the political hierarchy of the system;
3. established a support group of principals;
4. provided leadership training in management functions, leader behavior

skills, instructional leadership skills, and other standard topics.

Currently, the status of the program has progressed to the stage where the group is ready to begin the process of establishing a support group.

Dr. Sharp feels that the successes of the model so far outweigh the difficulties that have been encountered. He praised the program for possessing established procedures that will enable a group to do more than maintain the status quo. These procedures point the way for the group to become an effective one, able to pursue goals.

Dr. Mauter summed up her feelings about the effective approach to linking R & D to practice in this way, "In order to get the job done, I have to give the program away." She tries to get the people with the problems together with the people who may have the solutions, and many are able to continue from there on their own. "In the process, some of my 'turf' gets eroded," she noted. Dr. Mauter, however, is more concerned with seeing that effective changes take place than she is with protecting her "turf." Many times she is faced with the problem of how to reach non-receptive groups of practitioners. Her solution is first to concentrate her energies on the respective, supportive practitioners, because she feels it is necessary to have evidence of success before one can reach the non-receptive practitioners.

Editor's Note: This session described the processes, projects, impact, and implications of a demonstration project in West Virginia which used the Stallings Classroom Management Staff Development process. The four speakers presented their particular perspective of and involvement in the demonstration project: SEA, superintendent, trainer, and evaluator. Their presentations referenced two documents, the narrative and evaluation reports of the project, which session participants received.

Presenters:

- Dr. Joseph C. Basile, II, Director, Office of Educational Program Development, West Virginia Department of Education
- Mr. Kenneth R. Higginbotham, Superintendent, Putnam County Schools
- Ms. Debra K. Sullivan, Reading Coordinator, West Virginia Department of Education
- Dr. Merrill L. Meehan, Educational R & D Specialist and West Virginia state consultant, Educational Services Office, AEL, Inc.

Changing Teacher Behaviors: The Implementation, Application, and Evaluation of the Stallings Classroom Management Staff Development Model

Dr. Joseph Basile, II, Director, Office of Educational Program Development, West Virginia Department of Education, spoke on the state's role and perspective of the Stallings Staff Development Model implementation in Putnam County. Basile stated that an SEA has four role functions in regard to staff development. These role functions are:

- Leadership
- Service
- Technical Assistance
- Regulation

When operating in any of these modes, it is necessary to deal with people, processes, and products. The West Virginia SEA has had a long-term systematic goal of staff development in which they have tried to address several issues:

- What is the difference, pre and post, in the cognitive growth and basic understanding of people involved in staff development programs?

- What is the difference in their attitudes with regard to the training they have undergone?
- What did they produce as a result of this training?
- What happened when these people went back to their schools and classrooms?

West Virginia SEA personnel have long felt that without some systematic, measurable outcome, it is not possible to say that any staff development program actually made a difference. Dr. Basile outlined a few key events that have occurred in West Virginia that helped to shape the SEA's philosophy about staff development and pave the way for a program such as the one instituted in Putnam County. In the early 1970's, a number of the West Virginia people were able to work with individuals, like Jane Stallings, who are very product-oriented, thus they became interested in models that could provide evaluators with hard data. In 1975 the SEA decided to develop their own competency-based staff development model to get at these kinds of data.

At the same time they were looking at a number of learner-oriented decision-making models. In 1979 Jane Stallings asked the SEA to endorse a proposal that she was developing and also to participate in the validation process. They agreed.

Given the usual long turn-around time for grant proposals, it was not until 1980 that any work was begun on this project. AEL was able to act as a catalyst in this project when the Lab held a "smorgasbord" type of workshop in Montgomery, Alabama, and encouraged SEAs to bring LEA personnel to the meeting. "This meeting," Dr. Basile said, "brought together a number of old and new friends"--Jane Stallings, one of the workshop presenters; Kenneth Higginbotham, Putnam County Superintendent; Merrill Meehan, AEL's West Virginia state consultant; and Debra Sullivan, Reading Coordinator for the West Virginia Department of Education. This team was put together very carefully with regard to people who could make the decisions, understand the commitments, and carry out those commitments.

Kenneth Higginbotham spoke about the effect that the implementation of the Stallings Model had on

Putnam County. He felt that the effect had been to cause him to examine his role as superintendent. Heretofore, his roles had encompassed that of:

- a construction manager
- a transportation supervisor
- a food services supervisor
- comptroller/treasurer

He had not been an instructional leader. Higginbotham saw his decision to assume this role as a turning point for himself and his county's school system.

Putnam County school officials believe that classroom management is important, but only a part of a total instructional program. In order to ensure that the new program was a "total" one, the Putnam County Comprehensive Instructional Improvement Program addressed three vital questions:

I. WHAT and WHEN?

Establish curriculum priorities, align priorities within the existing structure, and articulate those priorities to the personnel.

II. HOW?

Institute School Building Management and Classroom Management Programs.

III. EFFECT?

Could collect data that would describe and assess student achievement.

Mr. Higginbotham listed what he feels are six requirements of any successful staff development program:

- innovations that address the identified problems,
- support from the central office,
- strong leadership from principals,
- a critical mass of committed teachers,
- fiscal resources, and
- lots of work.

Debra Sullivan, who served as the trainer in Putnam County, outlined the implementation and data collection process. Classroom observers were recruited from the ranks of substitute teachers. These observers were selected by a committee made up of central office staff, principals, and teacher representatives. The teachers to be observed were not volunteers, as recommended by Stallings, but rather language arts teachers from two secondary schools. Because of the types of data that were needed for the program, it was necessary to select teachers in particular curriculum areas who were teaching specified types of students.

Observers were trained for seven days before they began to actually collect observation data. Observations were done in the "worst" classes that each teacher had. The observation process itself was done "by the book" as Stallings intended.

After the observations were made, and scanned by the TALI center, the generated teacher profile sheet was returned to each teacher. These profiles became the focal point of the workshops as teachers zeroed in on the elements of interactive teaching. The question, "What can be done to change my behavior?", was the topic of each workshop.

Sullivan stated that one great value of the profile to the teacher was the fact that it related what research says about specific variables to what was observed. Pluses and minuses on the profile sheet meant that teachers should be doing "more of this" or "less of that" in order to be effective.

In the area of staff development, Sullivan feels that the Stallings Model is unique because of the combination of three important factors:

1. it is R & D-based,
2. it is data based (teachers get feedback about their own teaching), and
3. it is supportive at the moment when a teacher is most vulnerable--when he/she is trying something new.

In order to provide Superintendent Higginbotham with information on which he could base his decision about whether to continue the program, modify it, or even terminate it, AEL consultant

Merrill Meehan was asked to evaluate the implementation of the model. This evaluation was made possible through the Regional Services arm of AEL.

Dr. Meehan stated that his evaluation involved four objectives:

1. Conduct a process and product evaluation,
2. Administer a set of techniques and instruments in the evaluation, and assess their utility and results, for future evaluation in the county.
3. Make data-based recommendations regarding future inplementation of the project, and
4. Share the results of the evaluation with educators at all levels.

Dr. Meehan's evaluation overall shows that the project was a success. One significant increase found was in the teachers' positive expressions about their responsibility for student achievement.

Debra Sullivan quoted Jane Stallings as saying that one goal of her program was to "make every moment in the classroom count." Collaborative efforts, such as the one in Putnam County, West Virginia, certainly seem to be moving toward that goal.

Conference Synthesis

Editor's Note: After her initial address to the Forum on implementing change in today's schools, Karen Seashore Louis assumed the role of Forum participant. She attended each of the state sessions, took careful notes, and offered her observations as a fitting closure to the Forum. Her remarks about what is actually taking place in schools throughout the region offer concrete evidence that researchers do have much to offer practitioners vis a vis the methodology of implementation as well as the content of the program itself.

Conference Synthesis: Research-Based Perspective—

Dr. Karen Seashore Louis

In summarizing the AEL Forum, I'd like to emphasize primarily the things I heard discussed in the state sessions. The most important points that I heard were:

THERE is a research base for the improvement of education and a growing consensus that the research-base is a practical one. We have a good understanding of what leads to effective outcomes and how to get the what into practice.

THERE are effective and thoughtful people in state departments of education, institutions of higher education, and regional educational laboratories who really understand that the practitioner is the key to building an effective school. These people understand that the skill and knowledge base of the practitioner is what we have to work with when we are creating effective schools.

WE need to view the schools as sytems which need to be changed. Interventions may be made at the classroom level, but making them only at that level will not create more effective schools. We must consider the larger context.

MOST theoretical models that look at knowledge use or implementation emphasize knowledge and research as something that is "out there" and must be imported into the schools before you can get any school improvement. Knowledge is not just "out there." Many people here at the Forum reported conducting systematic analyses and inquiries in their schools. It is this, added to the knowledge "out there," that is creating effective change. Many have even chosen to implement programs that require them to conduct systematic inquiries. In this way the practitioners have become a part of the R & D structure.

I'd like to go back and summarize what I heard in the state sessions using the categories from my earlier presentation.

Knowledge

THE content of the knowledge focuses on pupils and classrooms. This is an essential component of an effective program.

PRACTITIONERS have reached the same conclusion as researchers. That is, the most effective tool of staff development is to work on classroom level implementation problems. Content is used as a vehicle for staff development by:

- creating more communication;
- inspiring teachers by exposing them to new ideas;
- providing rapid feedback;
- requiring complex behavior changes for teachers;
- implementing complex programs that require a great deal of commitment; and
- building in objective quality through the use of exceptional helpers from SEAs and LEAs.

I do not hear participants at the Forum say that they are grappling with Bill Spady's big question of restructuring the large system of education.

Adaptation

Three basic styles of adaptation seem to be evident in the states that presented here:

- Some have implemented the model with total fidelity to what the developer initially intended.

- Some have used a pick-and-choose model with a great deal of change from the original model taking place.

- But most importantly, I've seen many adopting one program with fidelity and then supplementing it with the

pick-and-choose model because that one program is not getting you all the way to where you want to go.

Resources

MOST programs reported at this Forum are being implemented on a shoestring. Some money is necessary, but take consolation from my research finding that the high cost of a program many times correlates negatively with high results.

LOCAL education agencies are taking advantage of and benefiting from technical assistance and training available from SEAs and Regional Labs to supplement what they have locally.

THERE were many examples of locals being very inventive in combining their resources to suit their own needs.

One last point concerns the level of implementation of R & D-based programs that is taking place. Most states have reported that implementations are top-down innovations. By this I mean that superintendents or other Central Office administrators have elected to implement a program and then told teachers and principals to do it. This is basically contrary to most administrative textbook theory that advocates grassroots decision-making. However, this approach appears to have worked very well. There is evidence of a high level of teacher participation in programs that they had little hand in choosing. There are definite implications for further research in this area.

Appendices

Appendix A

AEL FORUM

IMPROVING BASIC SKILLS USING RESEARCH AND DEVELOPMENT

Sponsored by the

Appalachia Educational Laboratory Regional Exchange

in cooperation with the

West Virginia Department of Education

Charleston, West Virginia

November 12 & 13, 1981

77

Thursday—November 12, 1981

7:30 a.m.	Registration
	Coffee and Donuts *(Civic Center—Parlors A & B)*
8:00 a.m.	Conference Welcome *(Parlors A & B)*
	Ms. Sandra Orletsky, Assistant Director, Educational Services Office, Appalachia Educational Laboratory (AEL), Inc.
	Dr. William T. McNeel, Deputy State Superintendent, West Virginia
8:15 a.m.	Conference Overview
	Ms. Sandra Orletsky
8:30 a.m	Educational Services Overview
	Dr. Jack Sanders, Director, Educational Services Office, AEL, Inc.
8:45 a.m.	**Classroom Management and School Effectiveness in the 80's**
	Dr. Nicholas Hobar, Executive Director, Division of General and Special Educational Development, West Virginia Department of Education
9:30 a.m.	**Implementing Research and Development in Schools: State-of-the-Art**
	Dr. Karen Seashore Louis, Senior Research Associate, Abt Associates, Inc./Senior Research Fellow, University of Massachusetts, Boston, Massachusetts
	Introduction by: *Dr. Merrill L. Meehan, Educational R & D Specialist, Educational Services Office, AEL, Inc.*
10:30 a.m.	Break
10:45 a. m.	Concurrent Sessions

Alabama *(Parlor B)*

"Maximizing Use of R & D for Educational Improvement: The Alabama Connection." Proactive dissemination will be the topic as personnel from the Alabama Information and Development System (AIDS) office and representatives of local education agencies present examples of the ways in which a state can facilitate R & D implementation.

Presenters:

Dr. Howard Fortney, Director, Teacher Corps, Talladega County

Dr. Meade Guy, Coordinator, Alabama Information and Development System, Alabama State Department of Education

Ms. Kathy O'Keefe, Federal Projects Director, Dothan City Schools

Dr. Thomas Y. Lawrence, Assistant Superintendent, Talladega City Schools

Ms. Roberta Pilcher, Title I Coordinator, Elmore County School System

Ms. Dawn Smith, Special Education Teacher and Technical Writer for General Services Division, Mobile County School System

North Carolina *(Parlor A)*

"Effective Classroom Management Practices." The purpose of this session is to acquaint participants with North Carolina's implementation of two research-based programs (Classroom Organization for Effective Teaching [COET] and Stallings Observation System for Staff Development) to improve basic skills. The session will provide opportunity for participants to interact in small group settings with state, regional, and local educators who have been involved in establishing more effective classroom management practices.

Presenters: State and Regional Overview

Mr. Henry Helms, Director
Division of Development

Dr. Ione Perry, Consultant
Division of Development

Mr. Richard Barnes, Coordinator
Regional Services and Dissemination
Region 5

Mr. J. R. Brendell, Coordinator
Regional Services and Dissemination
Region 7

Presenters: Local Implementation

Alexander County—Dr. Wayne Trogdon, Assistant Superintendent

Kannapolis City—Ms. Nancy Brooks, Teacher
Ms. Teresa Nash, Teacher
Dr. Roberta Riley, Consultant, UNC-Charlotte

Montgomery County—Mr. Bruce Morton, Principal, Troy Middle School
Ms. Rachel Morton, Director, Federal Programs

Currituck County—Ms. Jane Cross, General Supervisor

Ohio *(VIP Conference Room)*

"The Recent Uses of R & D-Based School Improvement Programs in Selected Ohio School Districts." Ohio representatives at the state and local levels will describe their collaborative efforts to utilize the Regional Exchange, concentrating first on the role of the Ohio Department of Education in arranging LEA participation in AEL workshops. Ohio principals will then share their experiences in implementing research-based models including the Chicago Mastery Learning Reading Program, COET, Partnership Program, and Jane Stallings' observation system for staff development.

Presenters:

Dr. Margaret A. Mauter, Director, Division of Planning and Evaluation, Ohio Department of Education

Dr. Aron Ross, Principal, McMullen Elementary School, Loudonville, Ohio

Dr. Ward Ghory, Assistant Principal, Walnut Hills High School, Cincinnati, Ohio

Mr. Kenneth Sharp, Principal, Whittier Elementary School, Cincinnati, Ohio

12:15 p.m. Lunch *(See your packet for a listing of restaurants within walking distance of the Civic Center)*

1:30 p.m. Conference Reconvenes *(Parlors A & B)*

Higher Education Perspectives of Classroom Management and School Effectiveness

Dr. William G. Monahan, Dean, College of Human Resources and Education, West Virginia University, Morgantown, West Virginia

Professional Development of Perspective of Classroom Management and School Effectiveness

Dr. Robert Gabrys, Director, Office of Educational Personnel Development, West Virginia Department of Education

Introduction by: *Dr. Terry L. Eidell, Director, AEL, Inc.*

3:00 p.m. Break

3:15 p.m. Concurrent Sessions

West Virginia *(Parlors A & B)*

"Changing Teacher Behaviors: The Implementation, Application, and Evaluation of the Stallings Classroom Management Staff Development Model." This session will describe the processes, projects, impact, and implications of a demonstration project in West Virginia using the Stallings classroom management staff development process. The four speakers will present their particular perspective of and involvement in the demonstration project: SEA, superintendent, trainer, and evaluator. Presentations will be geared to two documents, the narrative and evaluation reports of the project, which session participants will receive.

Presenters:

Dr. Joseph C. Basile, II, Director, Office of Educational Program Development, West Virginia Department of Education

Dr. Kenneth R. Higginbotham, Superintendent, Putnam County Schools

Ms. Debra K. Sullivan, Reading Coordinator, West Virginia Department of Education

Dr. Merrill L. Meehan, Educational R & D Specialist and West Virginia state consultant, Educational Services Office, AEL, Inc.

Ohio *(VIP Conference Room)*

See previous description

5:00 p.m. Hospitality Hour *(Holiday Inn-Civic Center, Rooms 519 and 520)*

Meet and interact with presenters, AEL staff, and other participants

6:00 p.m. Dinner *(See your packet for a listing of restaurants in the area)*

Friday—November 13, 1981

7:30 a.m. **Coffee and Donuts** *(Civic Center)*

8:00 a.m. **Concurrent Sessions**

Alabama *(VIP Conference Room)*

See previous description

North Carolina *(Parlor A)*

See previous description

West Virginia *(Parlor B)*

See previous description

9:30 a.m. **Break**

9:45 a.m. *(Parlors A & B)*

School Effectiveness and Classroom Management: Outcome-Based Education—A National Perspective

Dr. William G. Spady, Director, National Center for the Improvement of Learning/Associate Director, American Association of School Administrators

Introduction by: *Dr. Joseph C. Basile, II*

10:45 a.m. **Reactor Panel**—Panel members will react to questions on topics such as using research-based programs, coping with reduced funding for educational and school improvement efforts, and encouraging educational practitioners to use R & D-based programs for school improvement. Presenters will also respond to questions from the audience.

Dr. Meade Guy, Alabama
Dr. Ione Perry, North Carolina
Dr. Margaret A. Mauter, Ohio
Dr. Joseph C. Basile, II, West Virginia
Dr. Robert Gabrys, state
Dr. William G. Spady, national
Ms. Sandra Orlansky, regional laboratory

Facilitator: *Dr. Mabel C. Lee, Educational R & D Specialist, Educational Services Office, AEL, Inc.*

11:45 a.m. **Conference Synthesis: Research-Based Perspective**

Dr. Karen Seashore Louis

Dr. Louis will offer observations on what conference participants and presenters have said about school improvement efforts in the four state presentations and the general session. Her reactions will be shaped by her research-based perspective which includes her systematic inquiry about what works and what doesn't work in school improvement.

12:15 p.m. Evaluation/Adjournment

Ms. Sandra Orletsky

12:30 p.m. Lunch *(on your own)*

HAPPY THANKSGIVING!!

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The Appalachia Educational Laboratory, Inc., is a private nonprofit corporation created to conduct educational research and development. AEL's Regional Exchange is part of the Research and Development Exchange, a federal dissemination effort funded by the National Institute of Education, Department of Education. AEL's Regional Exchange provides information about research-based resources to educators in 11 southeastern states through state departments of education.

AEL is an Equal Opportunity/Affirmative Action Employer.

Appendix B

AEL Forum: Participant List
November 12-13, 1981

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Appendix C

OUTCOME-BASED INSTRUCTIONAL SYSTEMS

Research on attitudes toward the public schools over the past decade shows a steady decline in public confidence. Underlying this reaction are a decade of declining achievement and Scholastic Aptitude Test score profiles and widespread allegations of near-illiteracy among many college students, both of which have been accompanied by tremendous increases in the per-pupil costs of education. Furthermore, the achievement levels of those who do not finish high school are even more discouraging.

These data reflect instructional systems which only selectively fulfill their potential for increasing educational benefits and opportunities since only some students emerge from twelve years of schooling with the essentials required for future educational and economic success. What is lacking are instructional systems that are genuinely effective for the vast majority of students

The Emergence of Outcome-Based Systems

During the 1970's there also emerged a discernible movement to establish instructional systems which hold exceptional promise for assisting virtually all students in reaching socially endorsed learning goals. These approaches, known by names such as Mastery Learning, Individually Guided Education, and Competency Based Education, share an orientation in which "learning outcomes," rather than time and routinized scheduling, constitute the basic operating principle of instructional delivery and student progress. These systems all employ methods and procedures that can be characterized by the term Outcome-Based.

Outcome-Based (OB) systems represent a workable alternative to prevalent instructional models. They are built on the premise that neither illiteracy nor failure are inevitable or acceptable consequences of schooling for anyone. OB schools are expected to become "success based" rather than "selection oriented" by establishing the instructional management procedures and delivery conditions which enable all students to learn and demonstrate those skills necessary for continued success. The data emerging from current programs in the U. S. suggest that this fundamental change is definitely attainable.

* *

(The ideas in this document were generated by members of the Network for Outcome-Based Schools in October, 1980, revised by the Network's Executive Committee in January, 1981, and developed into this format by William G. Spady, the Network's Coordinator. For further information contact Dr. Spady at The American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia, 22209. Phone: 703/528-0700.)

Outcome-Based practice rests on community and staff commitment to a set of philosophical premises which guide the spirit and substance of program implementation. These premises endorse the establishment of eight instructional conditions believed to optimize the learning opportunities and achievements of all students. These conditions and premises are summarized on the following page.

Philosophical Premises Underlying Outcome-Based Practice

1. Almost all students are capable of achieving excellence in learning the essentials of formal schooling.

2. Success influences self-concept; self concept influences learning and behavior.

3. The instructional process can be changed to improve learning.

4. Schools can maximize the learning conditions for all students by:

   a. establishing a school climate which continually affirms the worth and diversity of all students;
   b. specifying expected learning outcomes;
   c. expecting that all students perform at high levels of learning;
   d. ensuring that all students experience opportunities for personal success;
   e. varying the time for learning according to the needs of each student and the complexity of the task;
   f. having staff and students both take responsibility for successful learning outcomes;
   g. determining instructional assignment directly through continuous assessment of student learning; and
   h. certifying educational progress whenever demonstrated mastery is assessed and validated.

When taken together, these premises and conditions call into question those teaching, evaluation, and student assignment methods which stress comparisons among students, especially when such comparisons are unnecessary in establishing learning goals or standards of success. By implication they also compel staff to associate the concept of student success with "goals reached" rather than "relative advantage" and to use this definition in setting expectations for student learning and in designing the content and timing of instructional delivery. In addition, they point out the inherent limitations of fixed-time, one-shot instructional delivery approaches which assume that those students who do not do well within the time allowed for their initial learning (such as class periods, grading periods, quarters, semesters, and years) are

inherently incapable of doing well at all. Adjusting instructional delivery to accommodate the learning rates of individual students is one of the keys to the success of many Outcome-Based progams.

The fundamental character of Outcome-Based instructional management, both in and among classrooms, requires data-based and adaptive instructional delivery which must be targeted to the student's current learning level--not ability level or grade level. To be both current and helpful, the assessment data on which instructional assignments are based must be gathered frequently and must directly embody the goals being pursued. Each student's rate of progress should be determined by the speed with which he/she can reach specific learning goals. Reaching goals, at whatever point in a student's career it occurs, becomes the criterion for success and advancement; therefore, the concepts of credit, evaluation, and promotion only have meaning in relation to these goals and performance criteria. Credit is awarded whenever mastery occurs. The specific operational components which embody the foregoing philosophical premises and conditions of OB practice are described on the following page.

OPERATIONAL ESSENTIALS OF OUTCOME-BASED SCHOOLS
(January 1981)

The following program components must be present in order to implement an authentic Outcome-Based learning system:

1. Publicly determined and stated learning outcomes for all students;

2. Derived from these learning outcomes, a criterion-referenced assessment system which documents, records, reports, and awards credit for student attainment;

3. Derived from these learning outcomes, objectives-based core and alternative curricula;

4. Derived from these learning objectives, a systematic process for planning and providing instruction appropriate to each student and for emerging the student until learning outcomes are attained--this systematic process includes:

    a. assessing current student skills/learning for instructional assignment;

    b. analyzing the content of each objective so that instructional strategies match assessment;

    c. when appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;

d. orienting students to the objective(s) to be learned;

e. initial teaching to the objective(s) which provides varied approaches, adequate practice time, and miltiple opportunities for learning and success;

f. assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives;

g. for those who attain mastery, progressing to the next objective or offering extension/enrichment; and

h. for those who do not attain mastery, providing correctives, using different teaching strategies, until outcomes are attained.

5. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation;

6. An evaluation/certification system which allows students to demonstrate and receive credit for improved levels of performance at any time; and

7. A program evaluation component which guides instructional planning by comparing the learning outcomes of program graduates with the performance demands of post-school roles.

Appendix D

IS CREATING AN OUTCOME-BASED PROGRAM WORTH THE EXTRA EFFORT? A SUPERINTENDENT'S PERSPECTIVE

John R. Champlin, Superintendent
Johnson City (NY) Central Schools 13790

The interest in Mastery/Outcome-Based Programs has grown tremendously in the last year. Many are attracted to it because of both the genius and the merits of the concept. Others have come to consider Mastery for less noble reasons, such as "it sounds good," "it's the latest thing on the market," or "why not give it a try; it might help."

As a practitioner who has been involved with Mastery for over ten years in a pretty "typical" school district, I want to share my personal views with prospective users. My message can be divided into two parts. The first is a series of admonitions concerning any potential user's intentions and motivation. The second reflects my view that involvement with Mastery/Outcome-Based Programs (MOBP) both forces and leads a district into a multitude of decisions and considerations of issues which defy simplicity.

Those intent on implementing Mastery must be aware that it requires an obvious, extra effort beyond that required to maintain an existing program. That extra effort is often a constant test of one's professional dedication, management skills, technical understanding and proficiencies, and--last but not least--a severe test of the willingness to reexamine one's own attitude and belief system.

For those in the entry phase of Mastery implementation, the answer to the question, "Is it worth the extra effort?", should be based on the following:

* Is it worth the extra effort only if you have reached an honest point of unhappiness with what your schools are doing compared to what is really possible. Your unhappiness should peak at a point of dissatisfaction which produces a strong personal commitment to do everything possible to develop more efficient and more effective school programs.

* Is it worth the extra effort only if you have the personal drive and dedication to stay with it, see it through, and make it "go." You must understand that MOBP implementation is evolutionary and not revolutionary. The difficulty with which long-established belief systems about education are attacked and changed is a serious problem. There is no guarantee of smooth progress or orderly development, primarily because of the multiple complexities of dealing with the frailties of human nature in yourself and your colleagues.

* Is it worth the extra effort only if you are tired of "fluff" and "catch programs" which seem periodically to sprout and then fade away just as quickly. The development of an MOBP requires your willingness to dig in and see a program develop from a sound philosophical understanding, based upon sound operational understandings, supported

through a vigorous program of staff development wherein participants can acquire new skills. This development must reflect your determined willingness to challenge and revise your own belief system whenever necessary.

* It is worth the extra effort only if you believe that educational leadership requires activism, involvement and ownership. These are not automatic by-products of AASA membership or participation in a professional group such as the Network or Outcome-Based Schools.

* It is worth the extra effort only if you believe that professionalism is not possible unless practice reflects the best available data. To operate on a lesser basis reduces our work to that of being a craftsman or a semi-skilled practitioner.

* It is worth the extra effort only if you believe that schools should be organized around how children learn and not around time-honored arrangements. This dedication should be intense and should motivate you to make sharper, keener professional decisions consistent with and reflecting sound data.

* It is worth the extra effort only if you are increasingly impatient with those who say, "It won't work," "It's a fad," "It didn't work there," "I would like to know more about the research," ad infinitum. Progress is never made by reluctant participants, nor is it stimulated by negative "killer phrases" such as these. The dedication to create and develop sound programs requires risk taking, the creating of a high silhouette, and a willingness to stand apart and above the reluctant.

* It is worth the extra effort only if you believe that education doesn't have unlimited chances for success in the eyes of a public that has grown even more doubtful about us. This is not necessarily a message of gloom and doom; only a reminder that we are overdue in using the vast understanding at our disposal to create more efficient and more effective schools.

Having raised some questions to test your seriousness and MOBP, I will now share my perceptions about its value. Maastery offers an omnibus approach to education which mandates bringing together and fusing critical educational practices which must be considered in operating schools. For example, it requires a thorough understanding of the instructional process and its inherent skill demands; it warrants restructuring curriculum to produce a format consistent with advanced technology; it demands new and more productive relationships between people (often rendering obsolete the stereotypes associated with established roles); and it requires an organization willing to examine its overall health and well-being. Significant growth cannot take place in an organization which is not "healthy" as defined broadly by the behavioral sciences. It also requires the presence of a renewal process which forces constant growth and reassessment on all staff, never dealing in the win/lose of typical evaluations, but always demanding an upgrading of professional activities. And finally, it requires the creation and sustenance of a strong staff development program wherein all participants

can identify, acquire, and strengthen the professional skills and personal understanding necessary to make an MOBP successful. All of these various strands, both singly and collectively, attack the belief system which has held schools captive and static for so long.

Working as I have with many school districts throughout the nation reveals that many of the essential components associated with Mastery are often present in some measure. I often hear administrators say, "I am doing that already." While this serves to reinforce the notion that MOBP is a collection of sound instructional practices and understanding, it frequently creates the false impression that districts are already fully into Mastery. This, I fear, is an illusion that falls far short of the encompassing nature of a total Outcome-Based program.

Johnson City has been into Mastery for over ten years. Our experiences, which began with six teachers and 150 students, now extend to the complete district, K-12, with total staff involvement. Our involvement and experiences both motivated us and forced us to recognize the following considerations, which I see as important benefits and gains.

1. It became important for us to know why we were making certain instructional decisions. Consistent with our commitment to embody the essence of professionalism (i.e., decisions that reflected the most appropriate and valid data available), we created a series of educational specifications which serve as a "screen" for decision making. No instructional or educational decision can be made or implemented in our district without successfully passing through this screen.

2. As we moved into program implementation, we encountered problems. It became evident very early that it was going to be necessary to create a problem-solving procedure which mandated the consideration of non-obvious alternatives, the utilization of sound data, and a deliberate choice process. We insisted that <u>all</u> school problems be approached in this way, so that personal biases and former beliefs did not supersede solutions emerging from the process itself.

3. Because Mastery demanded multiple dimensions of change and revision of traditional practices, it became clear that we would have to both understand and manage change. The literature on change is abundant, but its findings are too often ignored, with the result that change is too often clumsily implemented.

4. While we were aware of the need, it became a top priority that our organization had to be healthy in every respect. This meant addressing the interaction and affiliation of people within the organization and the manner in which the mutual needs of individuals and organizations are met.

5. New skills and new roles for managers, particularly middle managers, soon emerged. The traditional leader/subordinate role, so prevalent in many schools, had to be amended to promote more collaboration and collegiality. This often places middle managers in co-learner roles with colleagues.

6. An MOBP intently focuses on the intricacies of the instructional process. We identified discrete skills, understandings and techniques which promoted greater teacher efficiency and greater student learning. These became the basis for staff development and, eventually, for staff evaluation.

7. Mastery demands the clear identification of what is to be taught and learned. Establishing clear goals became essential. This often meant eliminating superfluous curriculum materials that had little to do with student learning.

8. We soon came to be committed to a strong, continuous program of renewal. The spirit of constant growth and revitalization is essential for program vitality.

9. Because we made substantial changes in procedures and traditional methodology, working with our community became a strong priority. This included having the community understand why we were effecting change, what the changes were all about, how we intended to implement these changes, and what they would look like. We gave frequent feedback and interaction opportunities to all parents and other members of the community. This resulted in our receiving strong support, primarily because we chose not to hide behind professional jargon and "educationese" but, instead, to accept the public as partners in the learning venture.

10. Our staff reached new heights in personal satisfaction and esteem as they came to understand and accept that their role was important and they could do things that made an appreciable and positive difference in the learning and development of students.

11. Our efficiency was enhancd through restructuring the curriculum. This restructuring was consistent with the flow of the instructional process in an MOBP. We came to accept sound and thorough planning as an absolute necessity for effective instruction.

12. The emergence of talented and gifted youngsters who learned more rapidly than others forced us to consider how to deal with this group. We incorporated into the curriculum and into teachers' instructional techniques opportunities for challenges and experiences centering around Bloom's higher-level cognitive activities. We found that we had much to offer talented students without creating either a "pullout program" or separate and different course offerings.

13. Mastery requires new roles for teachers and pupils. Emerging from these roles came revised role relationships, particularly those affecting the standard acceptance of the teacher as giver and the student as receiver. Opportunities for choice and fuller participation and influence for students soon emerged as priorities.

14. Mastery is predicated on success. By creating opportunities for practically all to learn and succeed, we created a spirit of dignity for the learner which, in turn, brought about a much closer, productive relationship between students and the school system.

15. As we made key decisions about process, curriculum, and roles, we discovered that we had far more time than we imagined was available to us. We were able to free up instructional time without changing the school year, the school day, or eliminating special subjects.

16. As we created opportunities for a wider range of achievement, we were able to deal better with learning problems of varying complexities. Because we became more responsive, we were able to resist classifying problem children as learning disabled and were able to respond to their needs within the flexibility and the capability of our MOBP.

Mastery Learning/Outcome-Based Programs are not a Utopian panacea. They are instructional systems with a sound base and with a sound series of technologies and understandings which, if carefully and faithfully implemented, hold great promise. Are they worth the extra effort? I have suggested that the answer lies in the users' willingness to challenge themselves first, and to be faithful and diligent in their professional dedication once an MOBP is initiated. Mastery deserves a better fate than to fall by the wayside as many promising innovations did during the hysteria of the 60's and 70's. We are, I am convinced, on the verge of creating a sound management and technological approach to education which holds great promise for the future. But we can't as a professional afford to blow it by presuming that we have already been there and back, while the critical public looks frantically for alternatives to our apparent ineffectiveness.

INTENSIVE MASTERY LEARNING IMPLEMENTATION WORKSHOP SCHEDULED FOR JOHNSON CITY, NOVEMBER 3-5

The Johnson City (NY) Central Schools will be hosting an intensive three-day workshop for educators desiring to develop the skills required to assist staff in implementing Mastery Learning programs. This workshop will be a follow-up to Johnson City's very successful introductory conference held in April that was attended by 140 persons from several states. The dates for the workshop are November 3rd through 5th.

The purpose of the workshop, according to Johnson City Superintendent, John R. Champlin, is to guide committed educators through the specific sequential steps used in developing and implementing Johnson City's highly successful Mastery Learning program. Participants will work closely with Johnson City's administrators and teaching teams to learn and practice the following kinds of instructional leadership skills:

* Identifying and demonstrating the elements in an effective Mastery Learning instructional program;

* Identifying and structuring appropriate curricula;

* Organizing an effective staff development program;

* Stimulating a variety of teaching techniques;

* Improving personal relationships among and between staff and students; and

* Developing a data screen for instructional decision making.

Attendance will be limited to the first 60 persons who register. The registration fee is $80 for members of the Network for Outcome-Based Schools and $100 for non-members. Those who did not attend the April conference will be required to attend a no-cost introductory seminar being held November 2nd. This seminar will provide information about both outcome-based programs and the Johnson City approach that is essential background for the intensive workshop. All inquiries regarding location, registration, and program details should be directed to Dr. Champlin, 666 Reynolds Road, Johnson City, NY 13790.

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